



MONASH University

Mainstreaming children's participation in urban planning processes for vulnerable settings

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BLA, MICD, MDDD

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Abstract

Vulnerability to hazards is a global problem, drastically impacting the ability to achieve the Sustainable Development Goals (SDGs). Progress reports towards achieving the Sustainable Development Goals call for a participatory approach to human settlement planning. Despite this, the population group of children are one of the most vulnerable and excluded groups, disproportionately affected by extreme poverty and disasters and perpetually excluded from urban planning processes.

Achieving participatory and inclusive structures in planning and decision-making requires the voices of children to be incorporated into our systems. While SDG target 11.3 calls for 'inclusive and sustainable urbanization and capacities for participatory, integrated, and sustainable human settlement planning and management in all countries', children are systematically excluded from decision-making in urban planning structures. Children's lived experiences vary considerably to that of adults, and they are greatly impacted by the governance and decision-making systems that impact the built environment, yet their knowledge is systematically ignored or misunderstood. The causes of this exclusion and understanding of how to mainstream their participation is limited, particularly in the most vulnerable of settings.

The aim of this research is to identify the core problem leading to children's exclusion from urban planning processes for vulnerable settings and examine this through a series of case studies chosen to best identify, examine in detail and present recommendations for a way forward. The specific barriers and enablers to children's participation are examined by studying the impact of children's participation and the motivations of decision-makers responsible for the urban planning processes in vulnerable settings. Ultimately the research is designed to position children as active citizens in civil society and to propose recommendations to mainstream children's participation and agency in urban planning processes for vulnerable settings to achieve Sustainable Development Goal 11 'Make cities and human settlements inclusive, safe, resilient and sustainable'. Case studies have been chosen based on the specific references to areas and people of greatest vulnerability including disasters, informal settlements and slums, refugees, and displaced people.

Initially secondary data is used to articulate whether there is a problem and to develop a research problem. A semi-systematic literature review is then used to understand what we do and don't know about barriers and enablers to children's participation in areas of greatest vulnerability. An 'analysing social settings' framework is used to operationalise a critical realist approach to analysing the literature. Qualitative interviews were then conducted with decision-makers in urban planning processes for vulnerable settlements affected by multiple forms of complex crises. Case studies are situated in vulnerable settings of informal settlements, and refugee and internally displaced person settlements which are examined using institutional logics frameworks and a cultural emergence model to determine pathways to mainstreaming

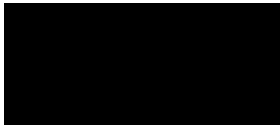
children's participation in urban planning processes for vulnerable settings. The impact of children's participation in these case studies is also examined.

This research presents a way forward that challenges our existing approaches to participation, demonstrating how practitioners, academics, policymakers, and civil society can challenge and transform existing systems to tap into the transformative potential that children can offer towards achieving SDG 11.

Declaration

This declaration is to be included in a standard thesis. Students should reproduce this section in their thesis verbatim.

This thesis is an original work of my research and contains no material which has been accepted for the award of any other degree or diploma at any university or equivalent institution and that, to the best of my knowledge and belief, this thesis contains no material previously published or written by another person, except where due reference is made in the text of the thesis.



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Print Name: Robyn Mansfield

Date: 05 July 2022

Publications during enrolment

Academic publications

Mansfield, R. (2022). Can children's participation inspire a new generation of urban planners? *Routledge Companion to Professional Awareness and Diversity in Planning Education*. Routledge

Mansfield, R. G., Batagol, B., & Raven, R. (2021). "Critical agents of change?": Opportunities and limits to children's participation in urban planning. *Journal of Planning Literature*, 36(2), 170-186.

Mansfield, R. (2020). Are children the key to designing resilient cities after a disaster? *Urbanisation at Risk in the Pacific and Asia* (pp. 186-205). Routledge.

Conference Presentations

Mansfield, R. (2021). Inclusive decision-making - are we willing to reimagine institutional urban governance structures to embrace the unbounded authority and agency of children?. *Earth System Governance Conference*. Earth System Governance International.

Mansfield, R. (2021). Looking for innovation in the wrong place – are we too institutionalised to reduce inequities in governance structures and deliver socially just outcomes?. *Innovate4Cities*. UN-Habitat and Global Covenant of Mayors for Climate and Energy.

Mansfield, R. (2021). Transforming children's participation in urban planning processes for vulnerable settings. *Humanitarian Leadership Conference*. Centre for Humanitarian Leadership Deakin University.

Other

Mansfield, R. (2022). Towards sustainable cities: children's participation in urban planning processes for vulnerable settings. *Monash Sustainable Development Institute Research Seminar Series*.

Mansfield, R. (2020). Children in IDP Sites – Design and Protection. *Site planning workshop*. Global Shelter Cluster, IOM and Swiss Agency for Development and Cooperation SDC.
<https://www.youtube.com/watch?v=H2j77th-K-I>

Moschonas et al. (2022) *Reflecting on Water and Sanitation infrastructure: A toolkit for WASH practitioners on gender and socially inclusive participatory design approaches in urban informal settlements*. Monash University, Emory University, Universitas Husanuddin and University of the South Pacific.

Listed contributor. UNDRR. (2020). *Words into Action: Engaging Children and Youth in Disaster Risk Reduction and Resilience Building*. UNDRR.

Thesis including published works declaration

I hereby declare that this thesis contains no material which has been accepted for the award of any other degree or diploma at any university or equivalent institution and that, to the best of my knowledge and belief, this thesis contains no material previously published or written by another person, except where due reference is made in the text of the thesis.

This thesis includes three (3) original papers published in peer reviewed journals and two (2) submitted publications. The core theme of the thesis is mainstreaming the participation of children in urban planning processes for vulnerable settings. The ideas, development and writing up of all the papers in the thesis were the principal responsibility of myself, the student, working within the Monash Sustainable Development Institute under the supervision of Associate Professor Becky Batagol and Professor Rob Raven.

The inclusion of co-authors reflects the fact that the work came from active collaboration between researchers and acknowledges input into team-based research.

In the case of chapters 2, 3, 4, 5 and 6 my contribution to the work involved the following:

Table 1. Published and submitted works included in this thesis

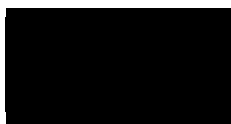
Thesis chapter	Publication Title	Status (published, in press, accepted or returned for revision, submitted)	Nature and % of student contribution	Co-author name(s) Nature and % of Co-author's contribution*	Co-author(s), Monash student Y/N*
2	'Are children the key to building resilient cities after a disaster?'	Published	Formulation of the research problem, data collection and analysis, interpretation of results, writing the paper 100%	None	
3	"Critical agents of change?" Opportunities and limitations to children's participation in urban planning	Published	Formulation of the research problem, data collection and analysis, interpretation of results, writing the paper 90%	Becky Batagol 5% Rob Raven 5%	No
4	'They'll be the ones that's looking after it' - Unravelling institutional factors that shape children's participation in urban planning for informal settlements	Resubmitted after revisions	Formulation of the research problem, data collection and analysis, interpretation of results, writing the paper 100%	None	

5	<i>'We want this to happen again and again and again' -</i> Mainstreaming children's participation in urban projects in internally displaced person (IDP) and refugee settlements	Submitted	Formulation of the research problem, data collection and analysis, interpretation of results, writing the paper 100%	None	
6	Can children's participation inspire a new generation of urban planners?	Accepted (to be published in September 2022)	Formulation of the research problem, data collection and analysis, interpretation of results, writing the paper 100%	None	

I have not renumbered sections of submitted or published papers in order to generate a consistent presentation within the thesis.

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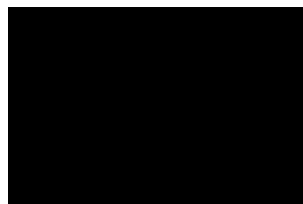


Date: 05 July 2022

I hereby certify that the above declaration correctly reflects the nature and extent of the student's and co-authors' contributions to this work. In instances where I am not the responsible author I have consulted with the responsible author to agree on the respective contributions of the authors.

Main Supervisor name: Dr Becky Batagol

Main Supervisor signature:



Date:

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Chapter 1 Introduction

'It would disrupt the whole thing'

1.1 Overview

1.1.1 Background and Problem Definition

There is a sweep of UN frameworks that inform, guide and direct children's participation in urban planning. This background section starts with a brief description of this international policy landscape, before articulating the challenge that despite these existing frameworks, children participation is still not mainstream. In 2019 a review of progress on the Sustainable Development Goals demonstrated that vulnerability to potential disaster due to hazards is widespread with the impact drastically affecting the ability to achieve many of the Goals (UN Secretary General, 2019). In 2020 the ability to achieve the Goals was further challenged by the impacts of the coronavirus disease (Covid-19) pandemic (UN Secretary General, 2020a). Vulnerable settings are defined by the UN General Assembly as low to middle-income countries, island States, countries experiencing conflict and post-conflict, and those most exposed to disaster risk, bearing the brunt of economic losses and impacting the world's most vulnerable people (UN General Assembly, 2019, UN Secretary General, 2019, 2020a,). Building resilience in vulnerable areas is a key directive in both reports with a call to focus on poor and vulnerable groups (UN Secretary General, 2019, 2020a).

The rapid rate of urbanisation globally, poverty, inequality and climate change are identified as key 'underlying risk drivers' (UNISDR, 2017). Rapid and unsustainable urbanisation contributes to major social, economic, and ecological vulnerability, increasing risks to extreme hazard events and creating its own hazards, associated health, economic and ecological impacts (UN Secretary General, 2019).

Sustainable Development Goal 11 (SDG11) 'Make cities and human settlements inclusive, safe, resilient and sustainable' emphasises inclusive, participatory human settlement planning and management for all (UN General Assembly, 2015). Despite the clear targets of SDG11, however, progress has been reversed due to increasing impacts of disasters, a rise in inequalities leading to increased population growth areas of migration, informal settlements and slums¹, and persistent inadequate urban infrastructure (UN Secretary General, 2020a, UN Secretary General, 2021a, UN Secretary General, 2021b). The 'urgent action' called for in 'The Sustainable Development Goals Report 2021' (UN Secretary General, 2021b), requires a different approach with children central to any actions for achieving SDG 11 with particular reference to the Covid-19 pandemic highlighting the need for rethinking urban planning 'for better public

¹ For this paper the term 'informal settlement' will be used unless alternative terms such as 'slum' are specifically used in the reference document. The United Nations uses the Merriam-Webster Dictionary definition of the word 'slum' in the general context to describe a wide range of low-income settlements and/or poor human living conditions' (UN-Habitat, 2003).

health and for mitigating people's vulnerabilities to other hazards, such as natural disasters' (UN Secretary General, 2020b). The 2019 'Special Edition: progress towards the Sustainable Development Goals' notes that achievement of the SDGs can only be realised through a 'whole-of-society' participatory approach (UN Secretary General, 2019, cl.67). Neither of these reports elaborate on how we need to shift our thinking to achieve this positive progress.

The 2019 UN resolution on the progress of the Sustainable Development Goals demonstrates that the population group of children are one of the most vulnerable and excluded groups, disproportionately affected by extreme poverty and disasters (UN Secretary General, 2019). The UN resolution 'Transforming our world: the 2030 Agenda for Sustainable Development (UN General Assembly, 2015) specifies that children are 'critical agents of change' for a better world and should be empowered. In this resolution, the participation of 'all people' in achieving the goals is specified (UN General Assembly, 2015, p.2). UNICEF (2013) were a driving force in embedding children's participation into the sustainable development goals. They state that children's needs and rights are critical for sustainable development, recognising that they are key drivers of behaviour change for sustainable consumption and central to maintaining a viable planet (UNICEF, 2013). The Convention on the Rights of the Child (UN General Assembly, 1989) provides a legal imperative to take children's views into consideration on all matters affecting them.

There is an academic body of literature focusing on children's participation in urban planning, however the practice remains rare with limited planning translating into implementation (Ataol, Krishnamurthy, & van Wesemael, 2019; Chatterjee, 2015). The literature environment further demonstrates little understanding of children's capacity to transform the urban environment (Nordström & Wales, 2019) and very little information on children's participation in urban planning processes in the most vulnerable settings. Discourse on mainstreaming of children's participation in urban planning appears to be missing entirely, and with only limited discussion and examination of barriers (Bosco & Joassart-Marcelli, 2015; Cele & Van Der Burgt, 2015; Knowles-Yáñez, 2005; Kylin & Stina, 2015; McCormick, Anderberg, Coenen, & Neij, 2013; Nicotera, 2008; Nordström & Wales, 2019; Percy-Smith, 2010; Severcan, 2015; Wilks & Rudner, 2013). Following the Cambridge definition (2022), for the purposes of this paper, the term 'mainstreaming' is used to signify changes in widely accepted norms and practices in such a way that children's participation becomes the new normal.

Currently, comprehensive knowledge on children's roles in urban planning processes in vulnerable settings is dispersed across a number of academic communities. This research study draws on key elements of sustainable cities outlined in the SDG 11 (United Nations) to identify associated academic

communities and to better understand the knowledge gap in academic literature. Further detail can be found in section 1.3.

1.1.2 Relevance/Thesis Focus

The limited research in understanding the causes of continued exclusion of children from urban planning processes, a lack of research into children's participation in urban planning for vulnerable settings, and large gaps in approaches to achieving Sustainable Development Goal 11, all present a complex task for better defining and understanding the core problem. This study will seek to identify the core problem leading to children's exclusion from urban planning processes for vulnerable settings and examine this through a series of case studies chosen to best identify, examine in detail and present recommendations for a way forward. The specific barriers and enablers to children's participation will be examined by studying the motivations of decision-makers responsible for the urban planning processes in vulnerable settings. Ultimately the research is designed to position children as active citizens in civil society and to propose recommendations to mainstream children's participation and agency in urban planning processes for vulnerable settings to achieve Sustainable Development Goal 11.

Case studies have been chosen based on the following criteria: 1) specific references to areas and people of greatest vulnerability including disasters, informal settlements and slums, refugees, and displaced people as identified in the UN resolution 'Transforming our world: the 2030 Agenda for Sustainable Development' (UN General Assembly, 2015); 2) the aim for a diverse portfolio of cases across a range of geographies; and 3) access to data including language and access to voluntary participants. The literature review demonstrates that these areas are vastly under-represented in research into children's participation in urban planning and this study will provide insight into existing practice and future research opportunities.

1.1.3 Contribution to knowledge

This research study's knowledge contribution targets primarily the field of urban planning. It aims to develop a deeper understanding of children's participation in urban planning processes for vulnerable settings under the themes of; 1) barriers and enablers, 2) articulation of the types of children's participation, 3) expand on the limited understanding of the impacts, and 4) develop recommendations for mainstreaming. The thesis takes a contextualised approach to qualitatively examining children's participation within specific social, cultural and economic structures. The research is also intended to benefit practitioners, funders, and policy makers by increasing understanding about how to increase focus on children's critical role in urban planning, highlight the potential for influencing change in vulnerable settings and enhance the potential to overcome barriers to mainstreaming children's participation.

1.2. Policy Background

Two key global policies demand children's participation in matters affecting them and for the development of a sustainable and equitable future. The Convention on the Rights of the Child (CRC) legally obligates States to incorporate children's participation, while Agenda 2030 recognises children's agency in creating a better world. In 2019, the Committee on the Rights of the Child, responsible for overseeing State's compliance with the CRC, connected the Sustainable Development Goals in Agenda 2030 with children's participation in their reporting requirements. An overview of the mechanisms in place that support children's participation in these two global policies is provided in this section.

1.2.1 Convention on the Rights of the Child

In 1989 the United Nations adopted the Convention on the Rights of the Child which still stands as the most universally ratified treaty demonstrating global support for children's rights (UNICEF, 2022). The Convention was developed in response to the unique needs and vulnerability of children due to their dependence on others, recognising that children require additional protection (UN General Assembly, 1989).

At the time of writing this report, all States had ratified the treaty with the exception of the United States of America (United Nations, 2021), entering all other States into a legally binding treaty supporting the individual human rights of children. Article 12² 'the right of the child to be heard' of the CRC is particularly important for this research due to its focus on children's right to express their views and have them taken into consideration in all matters affecting them. General Comment No.12 (UN Committee on the Rights of the Child (CRC), 2009) articulates this right as 'participation' as an accepted ongoing process which includes 'information-sharing and dialogue between children and adults based on mutual respect'. The comment more specifically notes that participation should be meaningful and for this to happen it must be part of an ongoing process rather than one-off occurrences and abide by the principles of transparent and informative, voluntary, respectful, relevant, child-friendly, inclusive, supported by training, safe and sensitive to risk, and accountable (UN Committee on the Rights of the Child (CRC), 2009). However, this is not translating into changes in practice and this research seeks to understand the reasons.

² Article 12 of the Convention on the Rights of the Child is as follows:

'1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.' (UN General Assembly, 1989)

The compliance of States with the Convention is monitored via a reporting mechanism to the Committee on the Rights of the Child which was established in 1991 and under CRC Article 44 States are required to provide periodic reports to the committee every five years (UN General Assembly, 1989).

Recommendations and a list of issues are then presented back to States to voluntarily respond to.

Despite this reporting obligation however, the mainstreaming of children's participation in matters affecting them is rarely discussed in State reports (*States Parties Reports*, 2020).

1.2.2 Children's Participation and the Sustainable Development Goals (SDGs)

In early 2019, the Committee on the Rights of the Child introduced a new standard clause into its list of issues, presented to States in response to their periodic reports on achieving the goals of the Convention on the Rights of the Child and linking the Convention to the Sustainable Development Goals (*List of Issues*, 2020). The clause seeks the following:

'Please provide information on how the planning, implementation and monitoring of measures for achieving the Sustainable Development Goals integrate a child rights-based approach, including with regard to child participation and data collection, and how they promote the realization of children's rights under the Convention and its Optional Protocols.'(OHCHR, 2020)

Reporting on this clause is optional and while most countries required to submit a report since its inception have responded, a review of the State responses to date suggest that while children's participation has generally increased, children in vulnerable situations are being left behind (Committee on the Rights of the Child, 2020). Following the introduction of this clause, the Committee presented a call to the High-Level Political Forum on Sustainable Development (HLPF) in March 2019, outlining the urgency for achieving the SDGs and reiterating the critical participation of children as 'agents of change' (Committee on the Rights of the Child, 2019). What is puzzling however, is the omission of children's role in achieving SDG 11 (Committee on the Rights of the Child, 2019).

UN reports on the status of achieving the SDGs and sends a dire warning to all States, highlighting the slow progress with issues such as climate change, environmental degradation, increasing vulnerability and inequality, a reversal on progress to reduce poverty and increased disaster risk threatening humanity (UN General Assembly, 2021c, UN General Assembly, 2019). Children are identified as the population group most vulnerable to disasters, inadequate infrastructure and city planning, leading to millions of premature deaths or permanent developmental issues (Ferguson et al., 2013). Despite the urgency and the continued focus on children as among the most vulnerable populations who 'must be empowered' (UN General Assembly, 2019, Cl.27a), children's participation in decision-making is missing from all reports on achieving Goal 11 of the Sustainable Development Goals (United Nations, 2020) even though a key indicator adopted by UN resolution in 2017 is '*Indicator 11.3.2 Proportion of cities with a direct*

participation structure of civil society in urban planning and management that operate regularly and democratically' (UN General Assembly, 2017).

What the resolution does offer however, is a pledge to 'proactively mainstream the 2030 Agenda into our national planning instruments, policies, strategies, and financial frameworks' (UN General Assembly, 2019) which provides an opportunity for this research to respond to and influence the mainstreaming of children's participation in achieving SDG 11.

1.3. Relevant Fields of Literature

The policies discussed in Section 1.2 provide a useful starting point for framing children's participation across a range of disciplines. For the purposes of this research study, the literature discussed here is considered to sit broadly within the umbrella of urban planning and presents a problem-based, interdisciplinary literature review. Urban planning tends to be an all-encompassing term. UN-Habitat defines the term within an economic functional context as follows: 'Urban and territorial planning can be defined as a decision-making process aimed at realizing economic, social, cultural and environmental goals through the development of spatial visions, strategies and plans and the application of a set of policy principles, tools, institutional and participatory mechanisms and regulatory procedures' (United Nations Human Settlement Program, 2015). Urban planning is central to this study as a discipline that covers a range of fields that impact land use designation, planning and governance. To narrow down and structure the review, this section follows three of SDG 11's core themes that are particularly relevant for their specific references to urban planning practices. These core themes were extracted from chapter 7, Agenda 21, a global comprehensive plan for sustainable development, where 8 core themes were developed and underpin SDG11. For the purposes of this research, the three key themes specific to urban planning were used to determine the relevant bodies of literature and included:

- 1) Promoting sustainable land-use planning and management;
- 2) Promoting the integrated provision of environmental infrastructure: water, sanitation, drainage and solid waste management;
- 3) Promoting human settlement planning and management in disaster-prone areas. (United Nations, 2020, United Nations Sustainable Development, 1992)

While the remaining core themes overlap with urban planning outcomes, they were excluded as they were less focused on the public, built environment with focus areas such as private housing, business sector, management, economic activities, and energy use (United Nations Sustainable Development, 1992). The relevant academic disciplines or bodies of academic literature associated with these themes are drawn on to determine the status of children's participation in the achievement of SDG 11. Fields of

literature have been selected based on those most likely to deliver a transformative approach to the living conditions of a demographic identified as one of the most vulnerable global populations – that of children living in vulnerable settings (UN Secretary General, 2019). This synopsis is not written as an exhaustive summary of the theoretical foundations to each discipline, but rather extracts key areas related to the SDG11 themes that collectively support this research study and intersect with the field of urban planning. The themes and fields of literature intersect and as a result there are some overlapping elements in the following sections.

This study will be examining children's participation in urban planning in vulnerable settlements, viewing the role of children as participants in transdisciplinary³ research. The research study acknowledges that a key to achieving sustainable development hinges on the range of disciplines making collective decisions on planning and implementation (UN General Assembly, 2019) and children's participation in both articulating their experienced problems and the design and implementation of solutions for transformative change (Castan Broto et al., 2019; Nordström & Wales, 2019). Table 1 provides a summary of the fields of literature that are relevant to human settlement themes framed in children's participation and outlining key focus areas, considerations of children, approaches to participation, strengths/insights, and weaknesses/gap. This summary table is used to inform the research problem guiding this research study and is outlined in further detail in the following sections. Within each section I go through each themes, analysing and summarising the literature and practices in relation to children's participation for each theme.

³ The term 'transdisciplinary' has been used in this research as an indicator of the potential transformation of systems, problem articulation, decision-making and informal settlement upgrading as a result of children's participation. Mittelstrass defines the term as 'transdisciplinarity is a principle of research and science, one which becomes operative wherever it is impossible to define or attempt to solve problems within the boundaries of subjects or disciplines, or where one goes beyond such definitions' (Mittelstrass, 2011) while Scholz argues that 'from the perspective of society, transdisciplinarity provides an efficient use of knowledge for coping with complex, socially relevant problems; it provides societal capacity-building and bridges the growing gulf between many areas of research and the public' (Scholz, 2013). Scholz further articulates that this requires learning and knowledge generated from both the scientific community and the non-scientific community including 'decision-makers, stakeholders, or the public at large' (Scholz, 2013).

TABLE 2: SUMMARY OF RELEVANT LITERATURE FOCUSING ON CHILDREN'S PARTICIPATION AND UNDERSTANDING THEIR ROLE IN URBAN PLANNING THROUGH AN SDG11 LENS

SDG HUMAN SETTLEMENT THEME	KEY FOCUS AREA AND ASSOCIATED DISCIPLINES	CONSIDERATION OF CHILDREN	APPROACH TO PARTICIPATION	STRENGTHS/INSIGHTS	WEAKNESS/GAPS
1.3.1 Promoting sustainable land-use planning and management	Children's participation in urban planning and open space and associated infrastructure planning (urban planning, landscape architecture)	There are barriers to children's participation, but research is limited Children's participation is generally associated with child-focused infrastructure such as playgrounds and open space	Manual guidebook approach to children's participation	Demonstrates the benefits of children's participation	Limited focus of literature on vulnerable settings such as disaster, informal settlements or displaced persons settlements Limited focus on underlying causes of barriers and enablers to children's participation and mainstreaming their participation
1.3.2 Promoting the integrated provision of environmental infrastructure: water, sanitation, drainage and solid waste management	Segregation of infrastructure has created an extremely complex management environment that creates conflict between authorities and communities (landscape architecture, civil engineering)	Rarely mentioned	Top-down approach where technical expertise conflicts with user groups	Suggests that participatory approaches can overcome issues with infrastructure and develop long-term benefits	Promoting the integrated provision of environmental infrastructure: water, sanitation, drainage and solid waste management
1.3.3 Promoting human settlements planning and management in disaster-prone areas	Children's participation in development of vulnerable settings and disaster literature. This includes settings prone to disaster, post-disaster, informal and displaced person settlements (international development and aid, disaster research)	Conflict between children viewed as victims versus their capacity to participate and the benefits of this	Top-down approach with participatory development seen as contrary to a marketing approach to generating funding	Global economic model favours inequities and that this can be addressed by raising the voices of marginalised people	Literature on children's participation in the development of disaster-resilient or post-disaster reconstruction, informal settlement upgrading, and displaced persons settlements is limited

1.3.1 Promoting sustainable land-use planning and management

This section will discuss academic literature that supports physical planning and land use that is central to this theme. This overview is developed from a literature review that forms the foundation of Paper 2. This section will be further expanded in Section 1.3.4 which identifies a number of theoretical foundations that influence this particular research.

Kevin Lynch pioneered the notion of involving children in urban planning with the UNESCO program 'Growing Up in Cities' in the 1970s (Lynch & Banerjee, 1977). City officials were not interested in the uptake however and the projects came to an end until the adoption of the Convention on the Rights of the Children sparked a revival of the program in 1994 (Derr et al., 2018; Driskell, 2002). UNICEF and UN-Habitat's program the Child Friendly Cities Initiative (CFCI) was subsequently launched in 1996 to initiate networks followed by a framework, tools, and self-assessment processes to help cities and communities for supporting the building of child-friendly cities (UNICEF, 2020).

The CFCI provided a significant opportunity for achieving the post 2015 sustainable development agenda (Malone, 2015). In particular, the use of the CFCI was proposed to enhance children's participation in 'slum planning and redesign' (Malone, 2015, p.421) with a focus on 'authentic and meaningful participation' as critical agents for change (p.420). A number of practical manuals have been developed to assist decision-makers in involving children and youth in the creation of sustainable cities (Derr et al., 2018; Driskell, 2002). These manuals and initiatives provide an extensive range of tools for understanding context and designing appropriate methods for engaging with children and youth which indicates that children's exclusion from participating is not simply a matter of lacking practical tools.

Ataol et al (2019) conducted a systematic review of children's participation in urban planning and design which studied academic literature written between 1990 and 2017 after the ratification of the Convention on the Rights of the Child. This review found that while there has been an increase in children's participation in urban planning particularly in the last ten years, children's involvement is still inconsistent with the main issue being identified as a need to educate adults and adapt institutions (Ataol et al., 2019).

Much of the literature on children's participation in urban planning in the English language is focused on middle-high income countries even when researching pockets of low-income areas, and there is limited focus on children's participation in urban planning for vulnerable settings such as post-disaster, revitalisation of informal settlements or internally displaced person (IDP) and refugee settlements (Ferguson et al., 2013; Pfefferbaum et al., 2018). The seminal book 'Cities for children: children's rights, poverty and urban management' examines issues facing children in settlements

facing extreme poverty and calls for the institutionalisation of the CRC (Bartlett et al., 1999). Given the lack of follow-up literature however this call does not appear to have translated into widespread practice.

A further aspect of sustainable land use planning involves the design of public space and infrastructure, the specific spatial configurations of space and the infrastructure that occupies it. The relevance of this field lies in the translation of high-level urban planning into physical interventions that directly impact the daily lives, health, and movement of children in their urban environment. Typically, children were involved in the context of designing specific types of public spaces such as play spaces (Cele & Van Der Burgt, 2015; Cunningham et al., 2003; Matthews 1995; Ito et al. 2010; Simpson 1997). To locate children within the confines of a specific *use* of spaces and places then excludes the potential for examining their role in diverse landscape design theories and relegates children's role to the beliefs of the designer. For instance, Hill and Larsen propose a new type of 'normative functionalism' which aims to deliver an adaptive urbanism that tackles issues of equity, climate change and disaster (Hill & Larsen, 2013). The inclusion of children in this type of approach to urbanism could allow them to work with their communities in tackling critical urbanisation issues such as air pollution and water systems, yet they are rarely mentioned in the theoretical discourse of the relevant landscape disciplines.

The beneficial impact of children's participation is agreed among researchers in the field with varying depths of understanding. Documented impacts include greater active citizenship later in life, increased community resilience, improved trust between children and city officials, increased knowledge, and better physical urban outcomes to name a few (Beckett & Shaffer, 2005; Horelli, 1997; Hu & Wang, 2013; Wilks & Rudner, 2013; Wilson & Snell, 2010). Also noted is the damage when participation is less well managed with detrimental impacts including deepening feelings of mistrust, increased inequity, power misuse, and poor outcomes stemming from tokenistic or lack of meaningful approaches (Cunningham et al., 2003; Lozanovska & Xu, 2013; Percy-Smith, 2010; Wood, 2015). While some believe a 'tokenistic' attempt at participation is better than none at all (Cunningham et al., 2003) others imply greater harm can be done compared with complete exclusion (Alparone & Rissotto, 2001; Percy-Smith, 2010).

The manuals and academic literature identify meaningful, tested methods for engaging with children in urban planning and design activities and demonstrate that their participation needs to be fundamentally different to that of adults and customised to account for age, capacity, ability, gender, and other factors. Consistent throughout the literature is a call for more research in order to

mainstream children's participation in urban planning and the design of cities with only cursory mentions of the factors that hinder or enable children's participation.

It is perhaps Taylor's observation of childhood as 'a wistful adult fantasy for a time and place that never actually existed' (Taylor, 2011) that relegates children's participation in design to that of play and the reclaiming of natural spaces. This is further fuelled by the best-selling book 'Last Child in the Woods' which coined the phrase 'nature-deficit disorder' (Louv, 2005), romanticising historical notions of childhood, readily admitted by Louv in his introduction and discounting the diversity of experiences of children such as those in informal settlements. Jacobs noted the importance of 'incidental play' in street life in assimilating children into society and warns against consigning children's legitimate presence in public spaces only to that of playgrounds and parks (Jacobs, 1961). Ellis et al (2015) call specifically for the incorporation of Jacobs' values into planning of urban environments, arguing that the city fabric and governance has rendered children invisible and excluded with a range of detrimental impacts.

1.3.2 Promoting the integrated provision of environmental infrastructure: water, sanitation, drainage and solid-waste management

The literature relevant to this theme identifies that local communities and conditions should be considered and developed in partnership when determining the appropriate response to infrastructure needs, with a particular focus on water, sanitation, drainage and solid-waste management (United Nations Sustainable Development, 1992). This literature also identifies upgrading of informal settlements and urban slums which relates to sections 1.3.1 'Promoting sustainable land-use planning and management', and 1.3.3 'Promoting human settlement planning and management in disaster-prone areas'.

Given the overlap in the use of the term 'urban planning' in the context of open space and playground design, the theoretical foundations of urban planning and the design of open space and infrastructure will be explored under the banner of 'landscape as infrastructure', a term coined by Bélanger who argues for a systems approach to tackling complex urban futures (Bélanger, 2017). Bélanger (2017) examines together the disciplines of landscape architecture, civil engineering and urban planning under the banner of 'landscape infrastructure', in order to articulate the issues currently affecting our urban environment and in the future. Bélanger argues that it is the very rigid nature of regulatory and efficiency controls from these disciplines that have resulted in an inability to tackle the degradation of modern single-use infrastructure systems and the segregation that has developed from single-use land zoning (Bélanger, 2017). This segregation and use of landscape as infrastructure impacts the provision of public open space which is critical for children's health and

development (Bartlett et al., 1999, Chawla, 2015). While Bélanger presents this analysis as both future manifesto and warning for the design professions, Herrington draws on the additional complexity of the management of infrastructure by numerous groups including community groups which she sees as a potential hindrance for innovation (Herrington, 2017). A further complication is the transition from the perception that the landscape itself serves as infrastructure, towards a dominance of engineering technology that has resulted in a separation of infrastructural needs which requires multiple governing authorities (Herrington, 2017). These notions of single-use infrastructure are particularly problematic in dense urban settlements that lack the space for the segregation of infrastructure and private and public open space.

Murphy (2016) notes that users' views often conflict with designers' and therefore it is critical that users participate in the design process. Murphy provides a critical discussion of issues of power within communities and calls for the teaching to transform from a 'pyramid power' elitist structure with the designer responsible for decision-making to a 'coalition power' structure that allows alliances to address common issues (Murphy, 2016, p.254). Community participation in the development and management of water, sanitation and hygiene (WASH) infrastructure has a range of demonstrated benefits impacting both community health and the functionality and longevity of infrastructure systems (Kumar Sharma, 2009; Madon et al., 2018; Nelson et al., 2021; Saunders et al., 2016). This is also true for stormwater and other drainage infrastructure (Lieberherr & Green, 2018; Torres et al., 2020) with the added benefit of overcoming resistance to the implementation of such infrastructure (Barbosa et al., 2012; Barclay & Klotz, 2019). Despite this recognition of the role of community however, the specific identification of children as a critical contributor to urban infrastructure planning and implementation is missing. The designer's ability to recognise children as a community contributor will again lie with their beliefs as to the role of the child.

Hart's extensive psychological research into understanding children's connection to place demonstrates the myriad of factors that influence how children experience the world differently to adults, but also to each other depending on factors such as age, birth order, gender, and parental restrictions (Hart, 2002; Hart, 1979). It is recognised that children worldwide have much in common, however different living environments and social structures create vastly different conditions for children greatly impacting their health, economic situation, safety, and individual lived experience (Bartlett et al., 1999). It then stands to reason that children's views are essential in the development of the physical environment as both a part of the living system of cities, and contributors to the understanding of the meaning of place.

1.3.3 Promoting human settlements planning and management in disaster-prone areas

The literature related to the theme 'promoting human settlements planning and management in disaster-prone areas' focuses on disaster risk reduction and post-disaster reconstruction of human settlements with a specific reference to participation of affected communities (United Nations Sustainable Development, 1992, cl.7.60-7.62). This theme identifies the resettlement of populations as a core issue. This section positions the challenges of children's participation within the current development context and touches on disaster recovery theories to demonstrate the need for including children in development activities. Development theory has undergone a number of identity transformations as numerous scholars have grappled with the complexity and conflict between theory and institutional practice, and debate on the imperial and non-inclusive approaches to development by the wealthy and industrialised 'west' (Arsel & Dasgupta, 2015; Chambers, 2012; Desai & Potter, 2014; Holland & Blackburn, 1998; Kenny, 2015; O'Hearn & Munck, 1999; Peet, 1999; Schuurman, 2009; Sen, 2001).

The Global Sustainable Development Report notes that 'developing countries' require an annual investment of \$2.5 trillion to implement the Sustainable Development Goals (Independent Group of Scientists appointed by the Secretary-General, 2019, p.32). With official development assistance still a critical component of funding, it is essential that implementation agencies understand and empower local communities to participate in the planning and design of settlements in a culturally appropriate, equitable and inclusive manner (pp.34, 88). McCollum argues that development is currently driven by global institutions via an economic model that accentuates inequalities and further marginalised people by rendering their plight as 'unintelligible' against bureaucratically worded targets causing a type of 'hermeneutical injustice' that ignores specific localised conditions (McCollum, 2012). McCollum argues that by measuring outcomes in terms of increasing GDP as an indicator of poverty reduction it excludes all members of society not directly responsible for bringing income into households thereby ignoring the specific issues affecting non-income earners such as women, and presumably children. McCollum (2012) suggests that in order to overcome this issue, voices of marginalised groups must be combined with those of experts in order to both capture local specifics and scale up to transferable policy.

Participatory development evolved as an alternative to the traditional top-down approaches to development which were seen to have limited impact and further marginalised local people (Mohan, 2014). The practice of participatory development was heavily influenced by leading advocates for putting the voices of oppressed people into development theory such as Paulo Freire and Robert Chambers (Mohan, 2014). This approach however is not without its difficulties. Mohan (2014) highlights those issues such as funding constraints and requirements, time and resource pressures,

and scaling up a socially homogeneous approach all amounts to less empowered and ineffective tokenistic and checkbox outcomes. Children are still generally referred to as a uniform group of recipients of policy change and aid distribution, sporting labels such as forced child labour, orphans and infant mortality (Cheney & Sinervo, 2019; Sen, 2001; van der Veen, 2011). The promotion of children's agency conflicts with the marketing of children's suffering for donor funding and the participation of children suffers from an ethical and moral dilemma if children are wanting to participate in what are seen to be 'undesirable' activities for children (Cheney & Sinervo, 2019). Cheney and Sinervo (2019) argue that children have become objectified and are commodities in the development aid model, which can actually lead to a worsening situation for already vulnerable children and reinforces global power structures. Another key criticism of the global development agenda is its idealised version of a child that serves to homogenise cultures in favour of dominant nations (Schaub, et al., 2017).

Already vulnerable communities often settle in hazardous areas increasing their vulnerability and exposing them to potential disaster (Abunyewah et al., 2018). The economic cost and frequency of disaster events is increasing, and while the humanitarian response sectors and development sectors are tied together through underlying concepts of developing resilience, there is fear that resilience has been appropriated by the neoliberal agenda resulting in a redirection of funds away from traditional development activities such as building capacity and emergency response, directing responsibility onto communities and creating a competitive environment for disaster funding (Kendra et al., 2018). Given children's lack of economic agency suggested by McCollum (2012), this implies further marginalisation of children with decision-makers responsible for driving the disaster and resilience environment.

Nassar and Elsayed (2018) blame neoliberal programs such as structural adjustment policies on the growth of informal settlements, offering up participatory sustainable development as a solution to the threats of hazards and potential disasters, and identifying the improvement of the physical environment as higher in development priority to socio-economic development. The use of the term 'sustainable development' however can conjure up an image of large-scale development. This is highlighted by Dovey who identifies valuable outcomes can come from more incremental development within informal settlements resulting in greater walkability, low energy use, low embodied energy and close to transit centres and cautioning that upgrading has the potential to actually create catastrophic conditions (Dovey, 2015).

A critical issue missing from landscape urbanism theoretical discourse is what Talen dubs 'urban realism', noting the absence of discussion of social equity issues such as 'slums' and 'poverty' (Talen,

2013, p.111). Gouverneur notes that 20th century planning has actually become a tool for social segregation, confining poor people to areas of high risk, contributing to the growth of informal settlements, and increasing inequality (New Landscape Declaration Summit & Landscape Architecture Foundation US, 2018). Gouverneur argues that a different approach to planning is needed in informal areas, and that current approaches cannot be scaled up beyond the neighbourhood scale. Gouverneur acknowledges the social benefits that can develop in informal settlements describing them as 'dynamic', culturally rich, transformative, and adaptable to local conditions (Gouverneur, 2015). However, they also acknowledge the social and environmental issues these settlements present and have developed a principle-based approach to bridging the gaps between formal and informal settlement urbanization, viewing informal settlements as integral to sustainable cities and landscape systems as social infrastructure (Gouverneur, 2015).

The increase in displaced people globally, further challenges our understanding of sustainable and participatory development. Standardised responses to refugee and displaced person settlements such as The Sphere Handbook (Sphere Association, 2018), while designed to ensure that minimum standards are applied to address basic human rights and needs, have proven to be problematic. Oesch (2020) demonstrates that refugee camps slowly evolve into a 'permanent temporary' home through invisible, improvised urban planning processes by both residents and authorities, spanning the two worlds of humanitarian refugee status and improved neighbourhoods. Stevenson and Sutton (2011) believe that urban planning efforts should be less focused on spatial layout of temporary settlements, instead putting more energy into building skills, capacities, and resilience in communities so that they can resolve issues themselves including spatial planning, asserting that this approach builds capacity for rebuilding if communities return to their homeland. They further note that community -based planning can increase ownership and belonging, improving social connections (Stevenson and Sutton, 2011). Refugee and IDP camps are marred by violence, with children most susceptible to issues of abuse and exploitation (Asad et al., 2013), suggesting that participatory processes are essential for refugee camp planning. Efforts to develop child participatory processes in a refugee camp environment can be intensely problematic as Evans (2007) points out in their research into a Bhutanese refugee camp in Nepal. Mixed levels of competency for running participatory processes, flawed concepts of childhood, the lack of trust, political tensions, and unequal power relations, greatly impacted participatory processes and potentially further marginalised the most vulnerable children (Evans, 2007).

Within this context, a cultural understanding of the landscape in informal and temporary settlements is required to understand these dynamic neighbourhoods. Taylor outlines landscape meaning varies according to the local context, changes over time and is dependent on values,

beliefs, change and other factors that point to a very specific and individual experience of one's place in their environment (Taylor, 2017). Aesthetics are identified as a critical element for determining meaning and memory of one's place with Taylor reminding us that aesthetics is more than appearance and encompasses a 'way of seeing' and 'critical engagement' between people and place (Taylor, 2017, pp.244-5). Herrington (2017) provides a hopeful example of children participating within an 'aesthetics theory' project, noting the 'social capacity of landscapes', but then identifies landscape architects as designers *for* people rather than *with*.

Case studies have demonstrated that children are greatly affected by changes to the physical environment after a hazard event with long-term implications (Peek et al, 2018). This suggests that large-scale revitalisation of informal settlements, the planning of refugee settlements and disaster urban rebuilding will significantly impact children. Children have great capacity however, to prepare and respond to the threat of hazards. Their unique experiences of their environment provide opportunities for children to participate in the shaping of the urban environment both in preparation for and in response to a hazard event with critical positive outcomes (Gibbs et al., 2014; Peek et al., 2018).

Literature is limited on the subject of children's participation in developing resilient infrastructure that is able to withstand or recover from increasing shocks and hazards, and children's involvement in the reconstruction of cities after a disaster. Children are disproportionately affected by disasters, more now than in previous generations with an increase in extreme hazard events, with inordinate numbers of children living in refugee camps, and with children being more susceptible to exploitation (Independent Group of Scientists appointed by the Secretary-General, 2019, p.34; Save the Children, 2021). While often thought of as passive victims, children are increasingly acknowledged as having great capacity and adaptive skills with their role before, during and after a disaster critical for community resilience (Peek et al., 2018; Pfefferbaum et al., 2018). Lessons learned from the reconstruction process after the 2004 Asian tsunami demonstrated that community participation in the reconstruction process was essential for improving learning, stronger ownership of outcomes and reducing aid-dependency (Featherston, 2014; Shaw, 2006). Children's participation in particular has been shown as essential for community recovery (Featherston, 2014) and Bartlett notes that given children make up approximately half the population in the poorest countries, their participation is essential, practical and should be mainstreamed in order to reduce urban risk (Bartlett, 1999).

1.3.4 Summary

The combination of children being recognised as ‘critical agents of change’ with the capacity and capability to generate societal level change, and as the most vulnerable population group exacerbated by how we build our cities, requires research that supports pathways towards mainstreaming children’s participation to hand back their agency and provide them with the support they need to generate that change. Given the complex and conflicted nature of the theoretical environment it is clear that examining the conditions influencing a lack of mainstreaming of children’s participation in the urban planning processes for vulnerable settlements requires a cross-disciplinary examination for extracting and analysing key barriers and enablers. The literature provides many examples of case studies and arguments for children’s involvement in urban planning but provides little to no acknowledgement of the enduring structural impacts of key institutions that influence the mindset and actions of decision-makers. Sustainable development goal target 11.3 ‘By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated, and sustainable human settlement planning and management in all countries’ (UN General Assembly, 2017) presents a lens for examining the barriers to children’s participation.

1.4 Research design

1.4.1 Research Question and Objectives

The aim of this research is to develop a deeper understanding of the enablers and barriers to children's participation in urban planning for vulnerable settings and to develop a research agenda as well as recommendations for future urban planning iterations.

Figure 1 outlines the overall research problems, objectives, papers and methods which support the thesis' main research question: how do enabling and constraining conditions shape (the mainstreaming of) children's participation in urban planning processes for vulnerable settings? For the purposes of this thesis, the term 'mainstreaming' is used to signify widely accepted practices and norms (Cambridge Dictionary, 2022). The UN High Commissioner for Human Rights, Michelle Bachelet (2020), released a statement calling for mainstreaming children's rights with particular emphasis on the child's right to be heard, recognising this as essential for states to advance children's rights and manage the extreme violations against children worldwide.

To answer this research question, I have developed the following objectives that correspond to the research problems identified in Figure 1.

Objectives

1. To understand empirically the nature and impacts of children's exclusion from urban planning processes for vulnerable settings;
2. To develop a deeper understanding of the existing evidence and gaps in knowledge about the practice and impact of children's participation in urban planning processes for vulnerable settings;
3. To identify factors that enable or hinder children's participation in urban planning processes for vulnerable settings and critically analyse the perpetuating causal factors;
4. To identify how barriers to children's participation in urban planning processes for vulnerable settings can be overcome; and
5. Develop a research agenda and recommendations for urban planning practice towards mainstreaming children's participation in urban planning processes for vulnerable settings

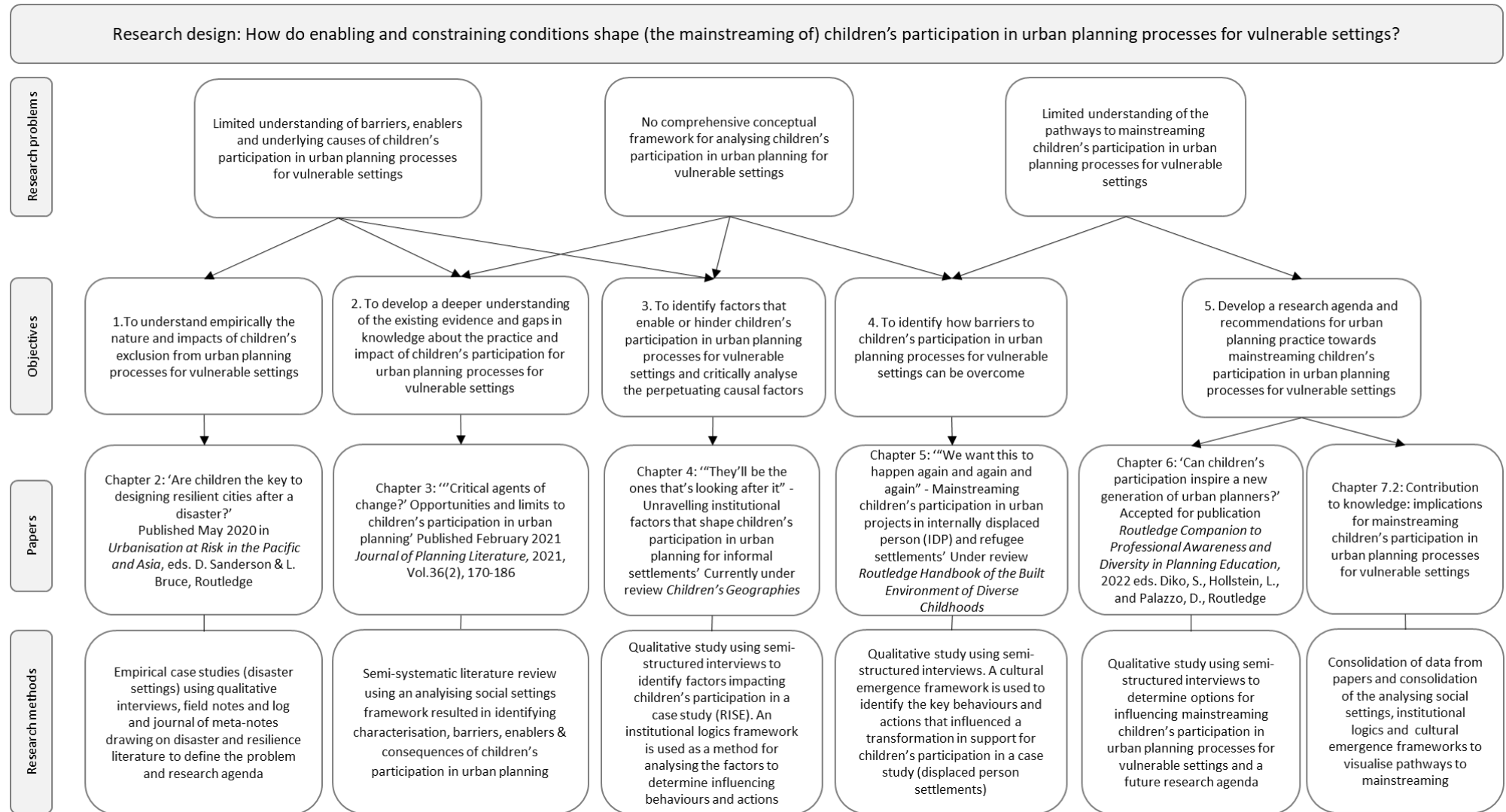


FIGURE 1: RESEARCH DESIGN CONNECTING RESEARCH PROBLEMS WITH OBJECTIVES, PAPERS AND RESEARCH METHODS

1.4.2 Research Design

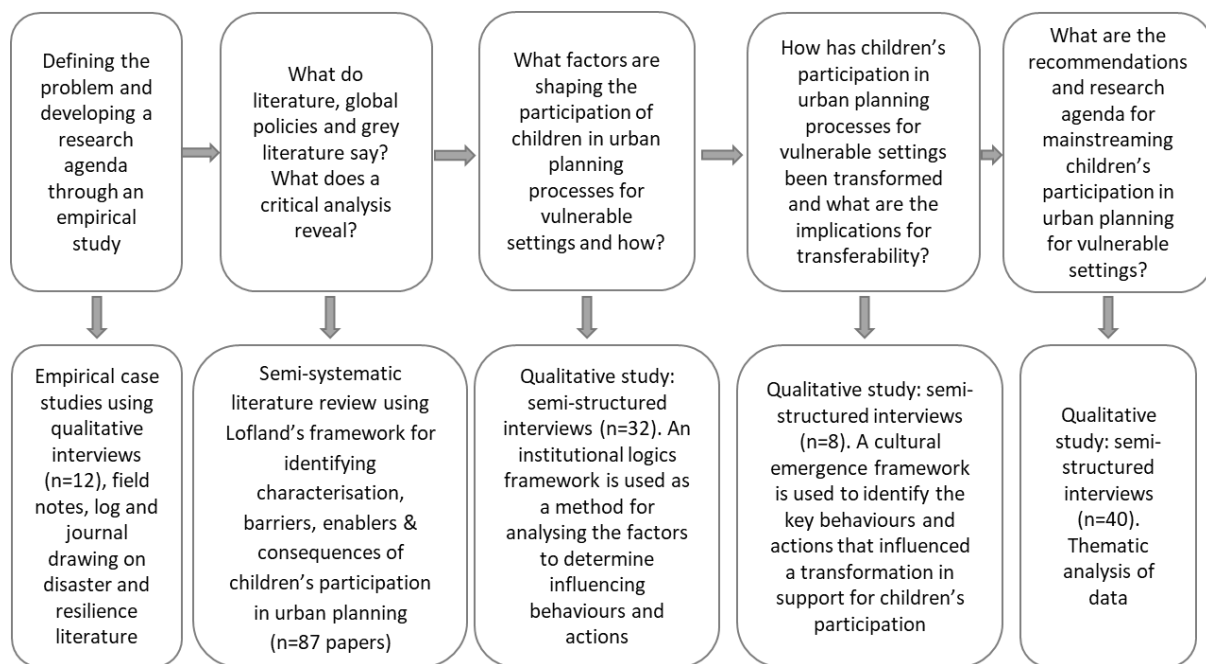


FIGURE 2: RESEARCH PROCESS

Figure 2 provides an outline of the research process. The intention of the research design is to investigate the enabling and constraining conditions from a critical realism perspective through the use of case studies. Rather than starting with a literature review, the thesis starts with an exploratory empirical analysis, presented as an introductory vignette to better understand the characteristics of the problem that need further attention in the research. Heldbjerg and van Liempd (2017) demonstrate that vignettes can be a helpful method for constructing meaning and insight into particular events for interpretation by the researcher and for transforming into further research. The first step uses an 'entry vignette' as a way of creating a 'vicarious experience' for the reader to better generate an understanding of how the study came to be (Creswell, 2018). This also allows for the researcher to develop a reflexive positioning (Heldbjerg & van Liempd, 2017).

Step 2 uses a semi-systematic literature review to develop a deeper understanding of the existing evidence and gaps in knowledge about the practice and impact of children's participation in urban planning processes for vulnerable settings. Step 3 utilises a case study of children's participation in informal settlements to identify barriers and enablers and critically analyse the causal factors and Step 4 examines transformative conditions to guide recommendations for urban planning iterations. Finally step 5 provides an avenue for recommendations and for developing a future research agenda. All studies will inform the development of a larger research agenda with sub-themes.



FIGURE 3: COUNTRIES FROM WHERE DATA WAS COLLECTED

Creswell (2018) identifies that a decision process can be used as a case, or a ‘unit of analysis’ (Bryman, 2012, p.68) for study. Based on the background and problem definition in this research study, the thread of ‘urban planning processes for vulnerable settings’ has been selected as the specific units of analysis in a multiple-case study. Sampling of contexts within which to examine the urban planning process cases vary and are outlined within the methodology for each individual study. Figure 3 illustrates the countries from which data was collected, highlighting the global breadth of the research and potential for generalisation of the results and their applicability to a range of settings.

Choice of locations and type of vulnerable settings are outlined in table 3 below. Case studies were selected from a limited field spanning vulnerable settings that included some form of children’s participation but is also not intended to be an exhaustive list, recognising that there are other examples of children’s participation in urban planning processes in vulnerable settings. While the case studies in Australia and Ecuador did not demonstrate any evidence of children’s participation, they generated data that presented a potential line of inquiry that influenced the research methods for subsequent case studies and identified the critical nature of the research problem.

Case study	Vulnerability of settlement	Selection
Chamanga, Ecuador	2016, 7.8 degree Richter scale earthquake, 60-70% houses collapsed, pre-existing social and planning problems enhanced after the earthquake (Mendoza-Arroyo, C. & Taller Internacional con Participantes, 2017)	Vulnerability due to exposure to natural hazards and pre-existing social and planning problems, obvious impacts to children excluded from built environment processes
Victoria, Australia	2009, bushfires, over 2,000 homes were lost, estimated AUD\$77 million loss (Royal Commission into Victoria's Bushfires, 2009)	Vulnerability to exposure to natural hazards, obvious impacts to children excluded from built environment processes
RISE, Fiji	Informal settlements (Leder et al, 2021)	Presence of child-participatory processes and expansive urban planning processes such as land tenure, infrastructure development, health testing to monitor impacts of built environment
Artolution: Uganda, Colombia, Jordan, Bangladesh	Refugee and internally displaced people (IDP) settlements, displacement generally as a result of conflict (Artolution 2022)	Embedded child-participatory processes, urban planning processes identified through interventions on the built environment through public art

TABLE 3: CHOICE OF LOCATIONS AND TYPES OF SETTLEMENTS

1.5 Thesis structure

In this section I outline the thesis' remaining chapters. This thesis includes published papers, and each chapter includes a reflection on the published paper and implications for subsequent chapters. The thesis is structured as follows.

Chapter 2 defines the problem of children's participation in urban planning processes for the vulnerable setting of disaster reconstruction. I use empirical case studies to determine the impact of children's exclusion from urban planning processes in the reconstruction processes after a disaster and generate a research agenda for understanding the barriers to children's participation. This articulates a need for further research into understanding how to challenge barriers to children's participation and the impact of intersectional issues to meet the specific needs of subsets of children. This research also sets out the key areas that need focus for the literature review.

In chapter 3 I examine the literature on children's participation in urban planning using a semi-systematic review to understand what we do and don't know about barriers and enablers to children's participation in areas of greatest vulnerability. Using Lofland's analysing social settings framework to operationalise a critical realist approach to analysing the literature, I identify the key themes, structures and processes that influence urban planning processes and the consequences of children's inclusion or exclusion. I then develop a research agenda for examining the institutional

influences on decisions to include or exclude children in urban planning processes and opportunities for mainstreaming their participation.

In chapter 4 I examine the case study of Revitalising Informal Settlements and their Environments (RISE) in Suva, Fiji. In this case study I examine the individual, organisational and societal factors that shape children's participation in the revitalisation of water infrastructure across 12 informal settlements. I first identify a typology of children's participation that has occurred in RISE and then using institutional logics as a conceptual lens I identify a children's participation logic for RISE. This chapter raises questions that are further examined in chapter 5 in a case study where support for children's participation has been influenced.

Chapter 5 presents a case study that examines the specific conditions that have influenced a change in support for children's participation in refugee and internally displaced people's settlements. This chapter provides a potential path forward for creating institutional transformation and sets up the focus for chapter 6.

Chapter 6 provides a possible pathway for mainstreaming children's participation through planning education. This study examines data from the case studies identified in chapters 4 and 5 to understand the impact education may have on mainstreaming children's participation in urban planning processes for vulnerable settings.

Chapter 7 provides a summary of the findings and the implications for mainstreaming from the main research findings along with further research directions and reflections on the study.

References have been included at the end of each chapter reflecting the requirement to include published material as per the original published format and for consistency.

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Chapter 2 Defining the problem and developing a research agenda

2.0 Introduction

This chapter addresses the first research objective ‘to understand empirically the nature and impacts of children’s exclusion from urban planning processes for vulnerable settings’ through Paper 1. This first study provides a starting point for exploring the problem in two very different contexts and an overview of whether and how children’s participation in urban planning processes in vulnerable settings is critical. The aim of the chapter is not to compare the two studies, because their geographies are very different and not enough data is available for a meaningful comparison. This overview provides a stepping stone for the literature review (chapter 3) and has informed the overarching research question of the thesis.

Details regarding the methods for this study are outlined here due to limited opportunity in the publication. Two case studies were selected to address this research objective. The case studies are set in extremely different socio-economic and cultural contexts but with the common theme of large-scale disruption of the built environment through an extreme natural hazard event. This allows for identification of enablers and barriers to children’s participation in scenarios where many public infrastructure and developments were being planned and implemented providing multiple opportunities for children’s participation.

Case study 1 is set in an area of Australia that was deeply impacted by the bushfires in 2009. The government agencies that were targeted for this research, were responsible for decisions that impacted land use zoning, land use planning and reconstruction of public buildings, parks, transport infrastructure and other public components of the built environment. This study utilises data from policy documents and interview journal data I originally collected to develop recommendations for local government. The original data was collected through a master’s research project I conducted at RMIT, Melbourne. The purpose of the research was to develop recommendations specific for local governments to support their existing policies on community engagement, the underlying internationally recognized principles for community engagement that underpin many local government community engagement policies in Australia, and the Local Government Act. For the purposes of this research, the data was re-used to identify a problem and develop a starting point for the thesis research with a focus on the role children play in developing resilient cities. A narrative analysis of the interview data, conducted as part of this PhD project, captured the stories of the participants which overcomes the limitations of theming complex story narratives (Bryman, 2012).

Purposive recruitment of interviewees was conducted with voluntary participation, and participants invited based on their experiences in planning and implementing post-disaster infrastructure, or their influence on policy documents and research. Participants provided consent to participate by email and follow up consent was obtained to use the data for other purposes such as publication. Participants requested that any use of the data beyond the original intent was to de-identify the participating organisations. This request has been honoured in this paper. None of the participants were identified as vulnerable participants. Disciplines of participants included childhood services, infrastructure development, emergency management, government legislation, community services, business development, academic research and urban planning and were employed in academia, local and state government bodies. All participants wished to remain anonymous, and data was used from 12 semi-structured and unstructured interviews. The methods of interviewing were designed to elicit candid responses beyond the rigid policy and disciplinary roles they occupied and provided information beyond the scope of the original purpose and is used to support this research study.

Case study 2 is set in Chamanga, Ecuador which was severely impacted by an earthquake in 2016. Over 80% of the houses were destroyed first by the earthquake and then by subsequent tidal flooding. The community's ability to recover was hampered by persistent poverty, and poor land management. This study utilises data from the my field notes, field log and a journal of 'meta-notes' for capturing insights, understanding and interpretation for shaping and contributing to further research (Marvasti, 2014, p.149). Data was collected during a post-earthquake public open space design project conducted by the Barcelona International University of Catalonia which had approval to proceed with design work in this community. The original purpose of the work was to develop a design for public open space and the data collected was additional to the design needs. Tours were conducted of the affected township and were led by local government officials. During these tours observational data was recorded in a journal. Further data was gathered during site analysis data collection through observation and through informal discussions with local affected residents who voluntarily approached me. While the purpose of the design process did not require resident input, residents approached the design students and asked to share their experiences of the post-earthquake reconstruction process with us. Information from both residents and from the formal tours was recorded in a journal, field notes and photos. A narrative analysis was conducted as an explorative exercise to understand participant experiences through stories and observation. The narrative analysis captured the personal stories of residents who volunteered this information. Some residents felt they spoke on behalf of the larger community and while this was not able to be validated through formal interviews, there were physical interventions in the built environment that

backed up their statements. Bryman supports the use of narrative analysis as a surety for retaining the narrative flow of people's stories (Bryman, 2012).

The two case studies were examined using 'convenience sampling' by examining primary observational data which in this case assisted in the development of research questions (Bryman, 2012, p.201). While Bryman articulates that convenience sampling can be problematic due its lack of a representative population, it is still a recognised method for conducting a preliminary analysis and providing a launching place from which to conduct more research (Bryman, 2012).

The key findings in this paper indicated that a review of the literature environment should include research into understanding the impact of participation or non-participation of children in urban planning processes in vulnerable settlements, research to examine biases and barriers to children's participation in vulnerable settings, and examination of the impacts of disaggregated factors such as age, disability, and culture in understanding the specific needs of children when consulting with them on urban planning issues. Case study 1 indicated there are barriers to children's participation while case study 2 highlighted the impact on whole communities when children are excluded from reconstruction processes. These findings form the basis for the semi-systematic literature review presented in chapter 3.

The paper included in this chapter has been subject to peer review and has been published as a book chapter in the Routledge book *Urbanisation at Risk in the Pacific and Asia* referenced as Mansfield, R. (2020). Are children the key to designing resilient cities after a disaster? *Urbanisation at Risk in the Pacific and Asia* (pp. 186-205). Routledge. The paper is presented in the original publication format in accordance with Monash University's guidelines for thesis including published works.

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2.1 Paper 1 Are children the key to building resilient cities after a disaster?

Mansfield, R. (2020). Are children the key to designing resilient cities after a disaster? Urbanisation at Risk in the Pacific and Asia (pp. 186-205). Routledge.

Chapter 12

Are Children the Key to Designing Resilient Cities After a Disaster?

Robyn Mansfield



Figure 12.1 Children of San Jose de Chamanga, Ecuador.

Source: Robyn Mansfield (2017)

Introduction

The economic cost of disasters between the years 1998–2017 is estimated at USD 2,908 billion, of which 91 percent of events were attributed to climate change and affected approximately 4.4 billion people (UNDRR, 2019). ‘Rapid and often risk-blind urbanization’ is identified as one of the main culprits for the ongoing and widespread vulnerability of people (CRED and UNISDR, 2018: 24). The United Nations Office for Disaster Risk Reduction’s (UNDRR) ‘Global Assessment Report on Disaster Risk Reduction 2019’, or ‘GAR 2019’, calls for a re-examination of how to deal with risk. UNDRR warns that ‘surprise is the new normal’, and urges governments

and decision-makers to take action and incorporate a future-thinking and systemic approach to risk in policy development to reduce vulnerability and build resilience (UNDRR, 2019: iv). While the area of resilient urban development and design shows improvement in recent years in the assessment of UNDRR's Disaster Resilience Scorecards (UNDRR, 2019), rapid urbanisation and the increase of informal settlements in hazard-prone areas is growing faster than infrastructure development with low-income countries most affected. The GAR 2019 cautions against complacency, calling for increasing investment in disaster prevention, incorporating political and socioeconomic factors into developing the built environment, and adopting more creative approaches to building resilient cities (UNDRR, 2019).

Watson describes a resilient city as 'a sustainable network of physical systems and human communities', identifying the role of communities in developing resilient cities as decision-makers, and therefore needing to be recognised as an essential component for achieving resilience (Watson, 2016). Numerous frameworks exist for determining how to identify and develop city resilience. However, such frameworks generally tend to oversimplify the complexity and scale of the roles all individuals play in this artificially and human-developed construct (UNISDR, 2019; Kendra et al., 2018; ARUP, 2015; Pervin et al., 2013; Jha et al., 2013). Watson touches on the area of 'modularity', recognising that the individuality of smaller neighbourhoods and the subsequent different responses built on strong local identity may provide the potential for greater resilience in the face of disasters (Watson, 2016: 22). The potential for taking a neighbourhood approach to the development of resilient cities emphasises the human element of disasters; both in cause and prevention of future disasters with the hypothesis of a resilient city as a patchwork of connected neighbourhoods containing resilient communities.

The occurrence of a disaster provides a unique opportunity to build back a more resilient city using a stronger participatory response in a realm generally dominated by 'experts' and with top-down approaches. Rebuilding the physical environment after a disaster is generally politically reactive and driven by the urgency to return to a new state of normalcy, yet case studies that demonstrate meaningful participatory and locally led responses have been shown to produce sustainable and culturally appropriate urban responses and develop longer-term community resilience (Schilderman, 2016; Charlesworth and Ahmed, 2015; Venkatachalam, 2011; Shaw et al., 2010). When participatory processes are examined, however, 'community' is typically identified as a generic entity, rather than as a fragmented set of individuals with varied and often conflicting needs and capabilities that can increase vulnerability in both disaster risk reduction and rebuilding after a disaster (Wachtendorf et al., 2018; Leadbeater, 2013). Children in particular are greatly affected by disasters and there is a growing body of research

that identifies how a physically changed environment after a disaster affects their well-being (Peek et al., 2018). Peek et al. also highlight that children have ‘the time, energy, creativity, and capacity to contribute to disaster risk reduction’ (p. 257), offering an exciting proposition for involving children in urban planning. Less understood is the long-term impact of children’s participation on community resilience, or lack thereof, in the rebuilding process after a disaster, how to expand their participation to a city scale and how to take into consideration the different needs of children whether these are socioeconomic considerations, age, cultural roles in society, religious beliefs, gender, sexual preference, a combination of factors and so on.

This chapter brings literature on the role of children as active citizens into resilient cities discourse, and presents two case studies of settlements that were affected by disaster to demonstrate the ongoing impact of excluding children in the rebuilding process. The case studies were selected as an examination of resilience factors after a disaster at a neighbourhood scale and to highlight the impact on urban resilience of children’s participation in rebuilding after a disaster. The biases and institutional barriers that prevented children’s participation in decisions regarding reconstruction after a bushfire are examined in the first case study. The second case study is an exploration into the devastating impact of excluding children in the prioritisation of infrastructure projects after an earthquake.

Finally, this chapter calls for further research into children’s participation in small settlements after a disaster to understand their significance as ‘neighbourhood models’ that could be scaled up to city neighbourhoods. The two settlements are in very different socioeconomic, cultural, and religious settings and affected by different types of disasters, but both identify critical points for further examination to identify whether children’s participation is the missing link to developing more resilient cities.

Who Defines What a Resilient City Is?

In 2013, The Rockefeller Foundation pioneered the 100 Resilient Cities initiative in response to the increasing need to focus on a more systematic and strategic approach to dealing with the increasingly complicated risks and potential for large-scale disruption associated with rapid urbanisation (100 Resilient Cities, 2016). Judith Rodin, a pioneer in quantifying the economic impact of resilience, describes resilience as a series of characteristics that are required for any entity to prepare, recover, adapt, and grow from disruptions and notes that the responsibility to achieve resilience lies with everyone¹ (Rodin, 2015). The City Resilience Framework, developed as part of the 100 Resilient Cities initiative, attempts to consolidate the learning from literature, case studies and cities to articulate what a resilient city looks like, and to support and guide municipal authorities, ‘resilient city’ contributors and stakeholders (ARUP, 2015). The Framework lists the first

goal for achieving a resilient city as ‘minimal human vulnerability’, with a strong human-focused theme throughout the subsequent 11 goals. Elements of empowerment, community identity, decision-making and engagement are acknowledgements that human intervention underpins all aspects of developing a resilient city. Too often, however, the focus after a disaster is less focused on the role of individuals’ connection with the impacted physical place and their capacity to participate in the reconstruction process, and more targeted towards an injection of funds into rapid construction efforts that are tangible, highly visible and demonstrate political responsiveness (Leadbeater, 2013; Shaw et al., 2010; Birch and Wachter, 2006).

Inextricably linked to building resilient cities is the concept of ‘building back better’ after a disaster in order to prevent a return to the pre-disaster vulnerable state and strengthen community resilience. A key component to ‘building back better’ is the incorporation of disaster risk reduction into policy and investment to avoid increasing vulnerability in the recovery and rebuilding process. The Sendai Framework for Disaster Risk Reduction 2015–30 has been touted as a people-centred framework, and while it explicitly calls for the participation of community sub-sets such as women, children, youth and people with disabilities in developing disaster risk reduction plans, the indicators do not provide the impetus required to mainstream their participation in the context of reconstruction (UNISDR, 2015).

Research into children’s views on what constitutes a resilient city highlights a far more complex understanding of resilience. Derr et al.’s research demonstrates children’s multifaceted connection to place in not only the physical sense, but in terms of social perspectives, governance and ownership of space, negotiating access and use of space, relationships, and the impact of a range of factors such as noises, maintenance and cleanliness, and perceived projected risks in their feelings of safety. The case study emphasised that children are clear in their idea of resilience, but the incorporation of their views into city resilience planning presented challenges and they are largely excluded from these planning processes. The authors identify children’s participation as essential to reducing inequalities and ensuring cities are resilient for everyone, and notes that ‘for children’s perspectives to be included, frameworks themselves are not adequate but also the belief among those in power that children’s voices matter’ (Derr et al., 2019: 15).

Children’s Role After a Disaster

The Sendai Framework was developed as a voluntary agreement for states to reduce their susceptibility to risk, and emphasised the need for a people-centred preventative approach through participation in the design and implementation of disaster prevention policies and plans (UNDRR, 2019: 311, UNISDR, 2015, para.7). The GAR 2019 emphasises the recognition in a number of key agreements that local action is essential for developing

urban resilience and notes that meaningful participation of the most vulnerable stakeholders is required in urban planning processes (UNDRR, 2019). Despite this, indicators and targets measure this type of participation as supporting information rather than as a target in its own right.

International research presents strong evidence that children² are disproportionately affected by disasters,³ identifying them as particularly vulnerable (UNICEF, 2016b, *Children in a Changing Climate*, 2016). At the same time, it is becoming more widely recognised that children play a valuable role in decision-making in disaster risk reduction and that the health and resilience of communities after a disaster is positively impacted when children are included in the recovery process (UNICEF, 2016b; UNICEF, 2016a). Despite this recognition, there is a gap regarding guidance and mechanisms for meaningful participation of children in decision-making and their role in communities (Plan International et al., 2016). Globally adopted agreements and proposals for sustainable development also demonstrate a lack of strength in acknowledging the contribution infrastructure and urban development make in increasing vulnerability to disaster risk. The report *A View from 2016* (*Children in a Changing Climate*, 2016) provides an analysis of six major global agreements with a series of recommendations that support children in a decision-making capacity, partnerships between children and government, child-led monitoring and evaluation, and involvement in developing resilient infrastructure focused on the protection of people rather than an assets-based approach. It notes the impact of disasters on children includes increased threat to life, risk of disease and malnutrition, increase in inequity, lack of attendance at school, increase in displacement, descent into poverty and increase in threats such as abuse, exploitation, trafficking and child labour, all contributing to long-term negative impacts on the resilience of communities (*Children in a Changing Climate*, 2016).

Save the Children has identified the importance of children's participation in decision-making after a disaster and their capacity to engage in disaster risk-reduction strategies (Featherston, 2014: ix). *The Children's Charter—An Action Plan For Disaster Risk Reduction For Children By Children* explicitly identifies children's right to participate in measures to protect their communities and identifies the reconstruction process after a disaster as critical to their well-being (UNICEF, 2011). Involving children in disaster risk-reduction activities is becoming more also recognised as beneficial to both individual children's and their communities' resilience (Peek et al., 2018; Haynes and Tanner, 2015). The lack of involvement in the recovery and reconstruction process however can lead to a range of detrimental outcomes and there is a gap in longitudinal studies into the ongoing effects of trauma and psycho-social needs of children affected by a disaster (Peek et al., 2018; Shaw et al., 2010: 10). Peek et al. suggest that future studies are required in areas such as the increasing role of children in climate change activities, and in particular the not-yet realised role of young people as the

first generation of ‘digital natives’ and how this may impact future involvement with disaster situations (Peek et al., 2018: 256).

There is emerging recognition of the role children play in developing resilient cities with the release of reports such as *Child-Centred Urban Resilience Framework* (Plan International et al., 2016), *Child-Centered Risk Reduction—Contributing to Resilient Development* (UNICEF, 2016), and *Towards the Resilient Future Children Want: A Review of Progress in Achieving the Children’s Charter for Disaster Risk Reduction* (Bild and Ibrahim, 2013). There is a growing body of research into the benefits of community-led design in recovering from the trauma of a disaster. Some of these case studies highlight gaps where local cultures have been misunderstood or disregarded leading to a failure in delivery or appropriateness of design solutions (Charlesworth and Ahmed, 2015; Donovan, 2013). Given the complexity of the make-up of communities and the very different needs of children, it can be surmised that where children have not participated, their specific requirements have potentially been ignored, or at best interpreted by adults in the reconstruction process, thereby reducing their resilience and impacting the community in the longer term. There is scope to build on previous case studies for further examination into the role of children in the consultation processes and the impact on their communities.

The repeated calls for action and lack of documented evidence of meaningful consultation with children during the rebuilding and ongoing development of cities and towns after a disaster create an alarming gap. The United Nations *2030 Agenda for Sustainable Development* (UN General Assembly, 2015) identifies children as the necessary agents of change for a better world—a sentiment echoed in a number of global agreements identified in the report ‘A View from 2016’ that acknowledges children will inherit the choices made today and should therefore absolutely be involved in decisions that will affect them (Children in a Changing Climate, 2016).

The following two case studies identify ongoing research opportunities and call on decision-makers and designers to empower children in their decision-making processes.

Case Study One: Reconstruction After Bushfire, Australia

Several Victorian local government areas were greatly affected by the bushfires of 2009, in particular on February 9, known as Black Saturday.⁴ Over 2,000 homes were lost and an estimated AUD\$77 million loss and damage to public infrastructure including roads, parkland, schools and community infrastructure (Royal Commission into Victoria’s Bushfires, 2009, Vol 1., App. A). There were 173 deaths as a result of the bushfires, including 23 children and an additional 20 children that lost one or both parents (Victorian Bushfire Reconstruction and Recovery Authority, 2009: 12).

A number of strategic economic and urban development plans have been developed since the fires for and by affected local government authorities. The consultation process for these documents varied and it is not clear what role and level of participation children played in those processes, if any at all. Using a modified version of the 'Child Friendly Cities Framework Governance Checklist' (UNICEF, 2011), the questionnaire 'A Child Friendly Community Self-Assessment Tool For Community Service Providers And Child Advocates' (UNICEF, 2011) and the 'Child-Centred Urban Resilience Framework' (Plan International et al., 2016),⁵ local and state government employees⁶ were interviewed⁷ to glean an understanding of the barriers they perceived to consulting with children after the bushfires in the development of urban plans and what impact this may have had on their communities. While there were significant challenges in conducting the interviews,⁸ the resulting information provided a strong indication of the need for further work.

The scale of the damage by the bushfires was so great that an alternative approach to recovery required additional capacity, resulting in the formation of the Victorian Bushfire Reconstruction and Recovery Authority (Victorian Bushfire Reconstruction and Recovery Authority, 2011). While this body provided much-needed capacity, there were a number of issues identified related to the top-down nature of the Authority that in a lot of cases excluded sections of communities and local government providers.

The interviews revealed that consultation with communities after the fires was inconsistent and beset by extreme challenges such as lack of resources, unrealistic timeframes and the complexity of working with highly traumatised people, supported by findings in the 2011 Legacy Report (Victorian Bushfire Reconstruction and Recovery Authority, 2011). There was general agreement that children were poorly consulted with and in some cases not at all. It was noted that children have different needs and understanding how to manage this was extremely challenging, compared with adults who were seen to be 'more predictable' in a highly stressful environment. When consultation occurred regarding child-centred infrastructure, adults generally provided the input into what they thought children needed. There were also few local children available during key consultation processes for local schools that had been destroyed. The redesign of one public park, focused on children and the incorporation of artwork involving children, was viewed by officers as joyful and a success.

All interviewees acknowledged the capacity of children and the under-utilisation of their capabilities, particularly in engagement and decision-making. One interviewee recounted the valuable role children played in assisting affected children in a bushfire relief centre, noting that they identified children's needs better than adults did. However, the recognition of children's value in providing input into the design of physical infrastructure was limited except in the case of playground design.

A number of barriers were identified that prevent or hinder the participation of children, particularly when it comes to involving children in municipal decision-making and especially after a traumatic disaster. These barriers can be simplified into general themes of leadership, unconscious bias and systems, and included:

- Lack of awareness and understanding of the role children play as active citizens, especially at leadership level;
- Lack of understanding in how and why to conduct meaningful engagement with children;
- Lack of understanding in how to listen and interpret engagement with children;
- Lack of resources and skill;
- Lack of commitment to elevating the role of children in decision-making.

Personal perceptions of validity were identified as an organisational barrier to engagement with children, regardless of the subject matter. While municipal authorities generally have community engagement policies and toolkits, officers are not necessarily required to monitor and evaluate the type, extent or success of the engagement. When, how and what value there is in children's input was not consistently understood and was reflected in the interviews conducted with state government officers.

Interviewees had access to community engagement policies along with a supporting toolkit at the time of the fires. Whilst the tools provided good resources for developing a community engagement plan, 'community' is identified as a generic entity without specific mention of children and no guidance on consulting them after a traumatic event which adds an additional layer of complexity. Interviewees spoke of the challenges in how to conduct meaningful and safe engagement with children and to ensure that their input is significant and not overridden by adults. This issue extended to how other organisations connect with Council officers, such as schools, and their ability to conduct meaningful conversations with their students when partnering in engagement activities. Conversely, there was also a perception that members of the community were unaware, unwilling, too busy or didn't know how to engage with the Council.

The lack of inclusion of children in infrastructure planning was seen as a barrier to good infrastructure outcomes. The first example involved consultation with adults regarding a recreation precinct and trail where community members provided self-interested responses rather than consideration of community needs. The second example involved the construction of a large sporting facility, of which the scale, design and governance of the facility is a barrier to use by young people as the centre is viewed as a clean, 'adult' environment, and did not reflect the recreational needs of the community. As a result, the existing buildings are underutilised and not financially viable

to maintain. One interviewee stated that the use of a public facility is determined by 'personalities plus ownership plus control', which in this case was at odds with children's needs.

This case study highlighted the institutional barriers to children's participation, rendering them invisible during the reconstruction phase of disaster recovery. What it also demonstrated was an inherent bias against the belief in children's value in municipal decision-making processes, despite unanimous agreement in children's potential capacity. The unpredictability of a child-focused process and the resources required suggested that priorities were steered towards political outcomes rather than resilient community development and favoured a top-down approach.

Case Study Two: Reconstructing Chamanga, Ecuador

On 16 April 2016, a 7.8 degree Richter scale earthquake damaged 60–70 percent of houses in the Paroquia de Chamanga on the coast of Ecuador. In February 2017, an international collaboration between academic institutions and local practitioners⁹ conducted a workshop to provide design assistance to build on the work being developed by local community, government and academic institutions. The areas of focus included public open space, urban fabric and socioeconomic place-making and built on pre-identified plans to contribute different thinking (Arroyo and Taller Internacionales con Participantes, 2017).

Social and planning issues faced by the community over many years were exacerbated after the earthquake. Reconstruction was slow to commence and focused on housing and water, leaving key public open spaces neglected and ineffectual. New housing areas and temporary settlements were constructed a kilometre away from the original township creating a segregated community and increasing distances for children to access schooling and public social and recreational spaces. Public infrastructure affected included the soccer ground and other sport facilities, town plaza, play equipment, access to the beach, the cultural centre, schools and the principal staircase which was a culturally significant gathering place for food, music and play. The earthquake also had a devastating impact on the local economy leading to drug addiction, dealing and trafficking.

Local government officials conducted tours with workshop members providing background to the slow reconstruction process and expressing hope that additional design work feeding into the urban plan would prompt a flow of much-needed funds.

While the task for the workshop members was to design for the whole of community, it was impossible to ignore the repeated topic of children entering the consultation. Community members expressed concern for their children, highlighting the use of children in the drug trade and a lack of

constructive areas and activities for social interaction and recreation. Hand-painted informal signs scattered around the town encouraged children to say no to drugs and yes to education, with a belief that the neglect of rebuilding child-focused infrastructure immediately led to children being targeted by drug traffickers. Over 2,000 students attended local schools, but there were no footpaths and the unsealed roads had developed into quagmires. A temporary school had been erected while construction progressed on the permanent structure, but a lack of play facilities resulted in children playing in open drains, exposing them to water-borne diseases and mosquitoes. The staircase was no longer safe for children to play on. There was a desire to reactivate sports through a championship. Children were learning hip-hop and reggae dance but had nowhere to perform. It was clear that children were critical in our design-thinking and had to-date been largely ignored with dire consequences.

In addition to the design of public open spaces, the workshop provided resources to develop a joint small-scale urban action. The selected projects included the construction of a toilet block in the new village area and the clean-up, repair and beautification of the principal staircase in the original town. It was hoped that this would involve members of the community and contribute to Chamanga's reconstruction plan.

During the construction work, a small group of community members joined in or watched the workshop participants. What was noticeable



Figure 12.2 Hand-Painted Signs by Local Residents Were Erected Throughout the Town Encouraging Children to Focus on Education, Living and Happiness Rather Than Drugs, San Jose de Chamanga, Ecuador.

Source: Robyn Mansfield (2017)

however was the eagerness of a group of children to participate in the beautification component. The children were of primary school age and younger, and predominantly girls. Despite the language differences, the children were able to understand what the workshop participants were trying to do; they then learned each step of the process, offered us water, then ushered us out of the way so they could take over. The children worked tirelessly until the project was finished at the end of the day and demonstrated their ability and desire to be involved in the reconstruction process. They also demonstrated empathy towards workshop participants who were struggling in the intense heat; offering water, cooling spray and indicating that overheated people should rest while the children carried on with the project.

While the value of involving children in this reconstruction process is open to speculation, what is obvious is the impact of ignoring the role child-friendly infrastructure had on the social fabric of this community and the children's desire to be involved in their community. The loss of community open space for cultural activities, gatherings and play, the destruction of recreational facilities, fragmented access to key areas of town, and decline



Figure 12.3 Children Learning Mosaic Techniques in the Staircase Clean-Up Project, San Jose de Chamanga, Ecuador.

Source: Robyn Mansfield (2017)

of the economic market at best led to a fragmented community and at worst exposed children to dire and long-term health consequences associated with water-borne diseases, drugs, mental health problems and criminal activity. It essentially created a second disaster.

Children's Participation—Capability Versus Complexity

The Australian report *Don't Leave Me Alone* identifies that children are not passive citizens and that a disaster may actually have an empowering impact on children (Davie, 2013: 6), while Gibbs et al. note that children played a powerful decision-making role after the Victorian 2009 fires, terming them as 'competent survivors' (Gibbs et al., 2015: 199). Gibbs further identifies, in another study, that children can contribute and find benefit in contributing to the recovery and rebuilding process and identifies government infrastructure as having an impact on children (Gibbs et al., 2014: 21–22).

Understanding how to interpret children's input and translate it into meaningful outcomes that are not tokenistic is limited. This complexity has been grappled with extensively by Roger Hart, who developed the Ladder of Youth Participation (Figure 12.4), influenced by Arnstein's *A Ladder of Citizen Participation* (Arnstein, 1969) and used by UNICEF, which has generated debate as to the role and extent of children's participation (Hart, 2008). Hart identifies a key issue in the segregation of children from their communities, removing the ability to informally participate with adults and even with children of other age groups, thereby diminishing their community role (Hart, 2008: 20). While the ladder was not intended to provide levels of superiority in engagement, it has highlighted the gaps in children's participation and presents a critical perspective to instigate reflection.

UNICEF's report, *Promoting Children's Participation In Democratic Decision-Making*, identifies that there are widespread attitudes that adults know what is best for children and this has consistently failed children despite the articulation of the meaning of 'best interests of the child' in Article 4 of the Convention on the Rights of the Child (UN Committee on the Rights of the Child [CRC], 2013; Lansdown, 2001). General Comment No.14 acknowledges that children are easily manipulated by adults and that adults do not always act in the child's best interests, either intentionally or unconsciously (UN CRC, 2013). The United Nations Convention on the Rights of the Child underpins a range of international agreements that identify children's right to opinions and the right to express their views, and while these agreements are endorsed internationally, the embedded unconscious bias still remains as evidenced in studies such as *A View from 2016* (Children in a Changing Climate, 2016).

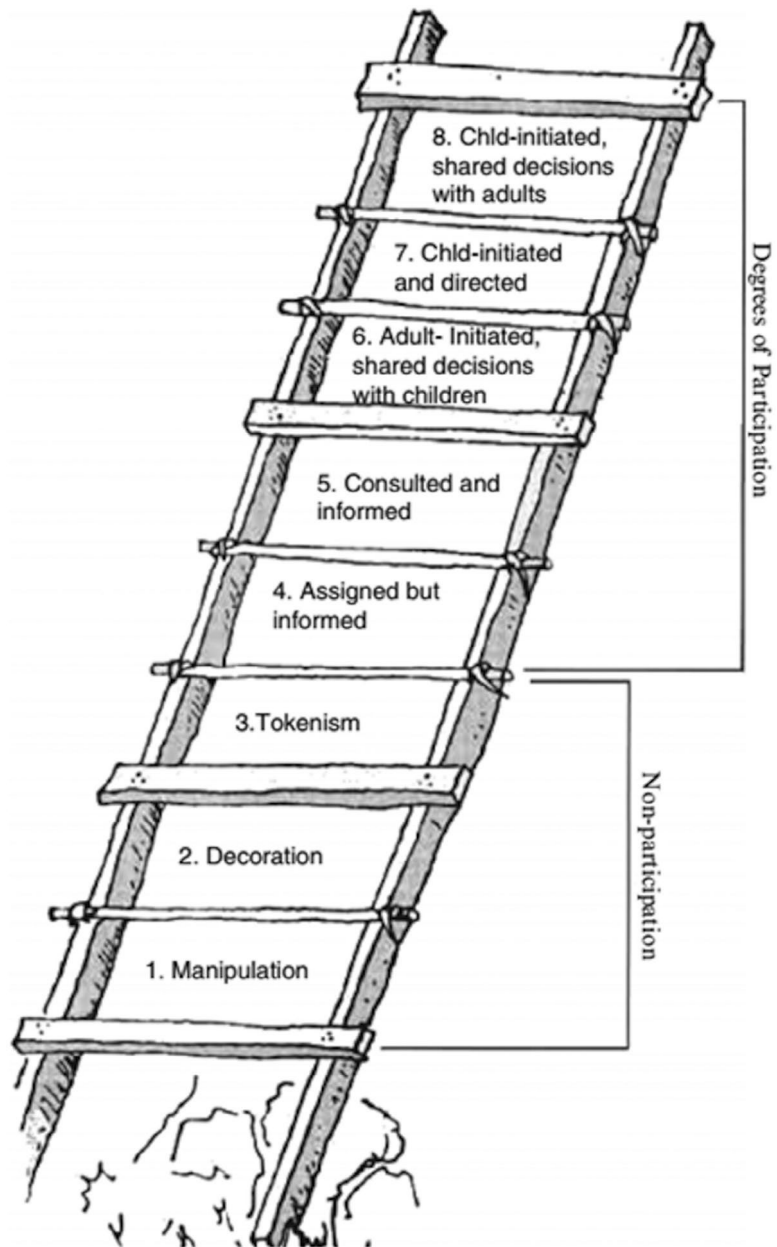


Figure 12.4 Hart's Ladder of Youth Participation.

Source: Hart (2008) Reprinted/adapted by permission from Springer Nature

UNICEF (United Nations International Children's Fund) has developed the 'Child Friendly Cities Framework', underpinned by the United Nations Convention on the Rights of the Child, as a framework and set of tools for government and citizens to work together to improve liveability, governance and the participation of all in decision-making in matters that affect people. While children's rights are a legal obligation, there is also demonstrated evidence that prioritising children and involving them in decision-making can break cycles of poverty and increase the overall health of communities (UNICEF, 2016b; UNICEF, 2004). Subsequent UNICEF documents provide additional guidance specific to working with children in emergency situations (UNICEF, 2016a; UNICEF, 2007). There is little evidence to suggest that these tools have been used to assess the levels of meaningful engagement of children post-disaster and whether they have potential to fulfil the gaps identified in 'A View from 2016'.

The *Handbook of Disaster Research* identifies that research into children and disasters has increased noticeably in the last decade as the vulnerability of children is increasingly understood (Peek et al., 2018). It is noted, however, that more attention should be given to children's capacities and strengths, acknowledging their contribution to their families and communities before, during and after a disaster. While research into children's attachment to place is noted, there appears to be a large gap in understanding the role children can play in the reconstruction process.

There is strong evidence to suggest that barriers to engagement with children in government are a sectoral issue and, based on the Ecuador case study, this may be an international issue rather than just confined to the Australian context. Children have great capacity and capability, but the approach to engagement during non-emergency times poses challenges that are greatly exacerbated after an emergency. Children's ability to influence the reconstruction process after a disaster through participation in strategic planning initiatives is largely unexplored, but presents opportunities for developing child-friendly approaches to post-disaster urban planning. Embedding children's participation in organisation and community culture will ensure their role is better understood and the barriers reduced or eliminated. Further research and policy improvement will ease challenges to engagement, and the development and strengthening of partnerships prior to disasters will ensure more trusting relationships between funding authorities and communities. Leadership and long-term commitment is required, but ultimately, the meaningful and ongoing engagement with children will improve communities' resilience and ability to recover from future emergency situations.

Conclusion

The complexity of these two case studies offers insight into an individual scale view of how rebuilding for resilience after a disaster requires

neighbourhood-size ‘bites’ of a city. While a blanket approach to improving the physical infrastructure of a city after a disaster may be required, it ignores the essential component of the human resilience building required for developing a resilient city and should not exist in isolation. To operate at a city scale requires a top-down generic view of community, while approaching it from a neighbourhood scale provides the opportunity for a ‘community acupuncture’ approach—an alternative view of the commonly understood term ‘urban acupuncture’, an approach to urban improvement based on the medical idea of ‘strategic punctual interventions’ that will trigger expansive positive outcomes (Lerner, 2011), and one that sees every subset of local communities as essential for the health of all others. Critical to this approach is an understanding of the connection and overlap between neighbourhoods, which is perhaps easier to articulate between small settlements that again offer opportunities for examination to understand application at a city scale.

What is clear from these two cases studies is that children’s participation in the reconstruction and ongoing governance processes after a disaster is complex and faces significant barriers. While children have been identified in these studies as an all-encompassing term for anyone under the age of 18, it highlights their invisibility in the processes and the devastating consequences. The long-term impact of the exclusion of children in these processes is yet to be understood, however there are clear indications that the resilience of these two townships has been compromised as a result. Given the contained size of the townships, the implications for transposing this at a city-scale situation raises deep concerns. These case studies demonstrate that localised specific risks can result in a major blow to the resilience of a place.

Further research is needed to better understand how to meaningfully consult with children who are likely to be suffering from significant trauma and risk after a disaster in order to better understand the long-term benefits for themselves and their communities, and also to challenge biases and barriers to empowering and involving children in what is generally seen as an ‘adult domain’. Research should also seek to examine the impacts of factor such as age, disability, culture, socioeconomic factors, access to technology, religion and other factors to articulate the specific needs of subset groups of children. Viewing communities as a series of pressure points that are all inextricably linked to the resilience of the whole will perhaps provoke a far more inclusive and creative approach to developing resilient cities. Whilst we can only speculate on the intrinsic value children’s participation may have had on the physical and social fabric of these two communities, by the very nature of their dependency, children are likely to be some of the most connected, capable, social and creative members of communities, and may well provide the key to developing resilient cities.

Notes

1. While Rodin identifies ‘everyone’ as being responsible for achieving resilience, the human face is hidden behind organisations and governments in *The Resilience Dividend*. This is perhaps inevitable when the impact of disasters is measured in economic terms and the drain of resources. The resulting discussion and case studies then tend to favour a top-down approach to resilience based on the injection of funds from government and non-government agencies and ignores the complexities that exist in subsets of communities and how to develop resilience in the face of delayed or reduced injections of funding.
 2. For the purposes of this report, ‘children’ refers to persons up to the age of 18 as per the United Nations definition under the Convention on the Rights of the Child UNICEF. 2005. *Convention on the Rights of the Child Frequently Asked Questions* [Online]. UNICEF. Available: www.unicef.org/crc/index_30229.html [Accessed 9 April 2017].
 3. The IFRC definition of ‘disaster’ is used in this report:

“A disaster is a sudden, calamitous event that seriously disrupts the functioning of a community or society and causes human, material, and economic or environmental losses that exceed the community’s or society’s ability to cope using its own resources. Though often caused by nature, disasters can have human origins.” International Federation of Red Cross and Red Crescent Societies (IFRC). 2019. *What is a Disaster?* [Online]. IFRC. Available: www.ifrc.org/en/what-we-do/disaster-management/about-disasters/what-is-a-disaster/ [Accessed 2019].
 4. ‘Black Saturday’ refers to the day of greatest impact from bushfires that were burning across Victoria, Australia on 7 February 2009.
 5. The ‘Child Friendly Cities Governance Checklist’ was used to form the basis of the interviews with council staff. These tools confirmed a known factor that children are absent from general decision-making, and especially in a post-disaster environment where they are often relegated to the sidelines while adults talk adult problems. The interviews were expanded to test the principles identified in the ‘Child-Centred Urban Resilience Framework’, and to understand the roles and level of understanding of the interviewees which uncovered key barriers that would need to be examined before a child-friendly approach could become embedded.
 6. Between March and May in 2017, semi-structured interviews were conducted with five local government staff including three men and two women, and informal interviews with four neighbouring local government staff, two state government staff in emergency services and a senior state government officer who was seconded to the Victorian Bushfire Reconstruction and Recovery Authority (VBRRA) in 2009. Key local government officers were selected based on their roles in working with children, developing processes and strategic work relevant to reconstruction projects, planning for disaster risk reduction and response to future disasters. There has been turnover of staff since 2009, so the sample included both new staff to understand current and future engagement practices, and those who were present when key strategic plans were developed in response to the bushfires. Four senior officers from a neighbouring council were consulted with to test the findings against their experiences regarding consulting with children and post-Black Saturday consultation.
- Emergency Management Victoria was identified as a key driver of post disaster response and developing community resilience. Local Government Victoria was

undertaking a review of the Local Government Act at the time of the research with a stronger focus on deliberative community engagement. These agencies were consulted with to provide input into recommendations resulting from this research.

7. Semi-structured interviews were used to understand existing processes and policies regarding engagement of children in municipal decision-making, identify barriers to participation of children and develop knowledge in levels of understanding regarding the rights of children in decision-making. The interviews were designed to elicit anecdotal analysis on the current participation of children in municipal engagement, the role of Council's staff in working through issues involving children and a deeper understanding of the engagement that occurred post-Black Saturday. The interview questions were designed using the 'Child Centred Urban Resilience Framework' Plan International, Australian Aid, Swedish Government and ARUP 2016 Child-Centred Urban Resilience Framework, The Rockefeller Foundation I Arup and 'The Child Friendly City Governance Checklist' as guides, applying a disaster and trauma lens to the checklist questions. This was to assist in determining barriers and opportunities to inform recommendations for future actions.
8. There were challenges in running an interview process. A structured format was challenging as participants were keen to reflect on their own experiences in response to the trauma they had experienced. Whilst there was strong support for the research, trauma was still evident with several current and previous staff members, with some choosing not to participate, and difficulty finding staff members who had since left the organisation. Anonymity was a key concern, not only for participants but for the Councils involved in the research. This served as a warning of the unpredictable nature of trauma and the sensitivity required when consulting with affected people.
9. The workshop was developed by Universidad de Catalunya, Barcelona in partnership with local authorities in Ecuador, The Pontificia Universidad Catolica de Ecuador (PUCE), Royal Melbourne Institute of Technology (RMIT) and University of Tokyo. A publication was created to support work already being developed and explored place-making as a tool to address preexisting issues such as socio-economic and planning issues. The workshop was underpinned by key reports on demographics, geological analysis and consultation with local authorities and residents throughout the workshop.

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Chapter 3 Semi-systematic literature review of children's participation in urban planning processes

3.0 Introduction

The paper in chapter 3 addresses the second research objective 'to develop a deeper understanding of the existing evidence and gaps in knowledge about the practice and impact of children's participation in urban planning processes for vulnerable settings'. While chapter 2 indicated that a problem exists, the extent and nature of the problem requires further examination to determine if there is a gap in the knowledge, the nature of the knowledge, and areas requiring further research.

This paper examines the literature on children's participation in urban planning using a semi-systematic review to understand what we do and don't know about barriers and enablers to children's participation in areas of greatest vulnerability. Semi-systematic reviews allow for a condensed summary of a broad range of literature on this (Green et al., 2006, Snyder, 2019). Combining both narrative and systematic techniques, a semi-systematic review overcomes the limitations of each technique used in isolation, in that it provides narrative reviews with transparency and credibility through the search techniques, and it allows for the narrative discovery of a wider-ranging scope of literature (Bryman, 2012). Using Lofland's analysing social settings framework to operationalise a critical realist approach to analysing the literature, I identify the key themes, structures and processes that influence urban planning processes and the consequences of children's inclusion or exclusion. The paper then outlines a research agenda for examining the institutional influences on decisions to include or exclude children in urban planning processes and opportunities for mainstreaming their participation.

The literature review ultimately expands on the findings in chapter 2, articulating that children's participation in urban planning processes is critical, that there is indeed a gap in knowledge of children's participation in urban planning processes, particularly in vulnerable settings. While structures and processes can create barriers and enablers, the underlying causes are rarely identified and poorly understood.

Four key areas for further research were identified in this paper and include:

- (1) How does participation impact children's vulnerability in extreme situations?
- (2) What are the causes of barriers and enablers to children participating in urban planning in extreme settings?

(3) What motivates individuals in influential decision-making roles to include children in participating, and what are the conditions they generate for successful and meaningful participation?

and (4) How can children's participation be mainstreamed and result in a transformation of urban planning processes in vulnerable settings?

Several of these outcomes of this paper determine the research agenda for the remaining chapters in this thesis. In chapter 4 I examine the causes of barriers and enablers to children participating in an urban planning program situated in informal settings in Fiji, a country that ranks high on the World Risk Report (Aleksandrova et al., 2021). Chapters 4 and 5 both examine the motivations of decision-making individuals that support children's participation, and chapter 5 specifically examines the activities they undertake to generate support for participation. Chapter 5 sets out a proposal for mainstreaming children's participation and chapter 6 then draws on data from chapters 4 and 5 to develop a targeted approach to mainstreaming children's participation in urban planning processes for vulnerable settings.

The paper included in this chapter has been subject to peer review and has been published in the Q1 journal, *Journal of Planning Literature*. The paper is presented in the original publication format in accordance with Monash University's guidelines for thesis including published works.

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3.1 Paper 2 "Critical agents of change?" Opportunities and limitations to children's participation in urban planning

Mansfield, R. G., Batagol, B., & Raven, R. (2021). "Critical agents of change?": Opportunities and limits to children's participation in urban planning. *Journal of Planning Literature*, 36(2), 170-186.

“Critical Agents of Change?”: Opportunities and Limits to Children’s Participation in Urban Planning

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Abstract

Children’s participation in urban planning impacts communities. A policy environment supports their participation, yet this is far from mainstream, particularly in areas of greatest vulnerability. This literature review demonstrates what we do and don’t know about barriers and enablers to children’s participation in urban planning. We identify key themes within participatory methods, processes, and structures that influence urban planning stages and methods and identify the consequences of children’s inclusion or exclusion. We then argue for a research agenda that examines institutional impacts on urban planning and decisions that include or exclude children to contribute to a transformation of on-ground practices.

Keywords

citizen/public participation, international planning and development, land use, neighborhood planning, recreation and open space, urban design, policy/planning administration, infrastructure and capital facilities, children’s participation, sustainable development

Introduction

Rapid and unsustainable urbanization has increased human population vulnerability to natural and unnatural hazards. In 2019, the United Nations Report of the Secretary General on progress on the Sustainable Development Goals demonstrated that vulnerability to potential disaster due to hazards is widespread with the impact drastically affecting the ability to achieve many of the development goals (United Nations [UN] Economic and Social Council 2019). Low- to middle-income countries and Small Island Developing States are those most exposed to disaster risk, bearing the brunt of economic losses and impacting the world’s most vulnerable people with children and youth repeatedly being singled out as particularly vulnerable (UN Economic and Social Council 2019; UN General Assembly 2015). Building resilience in vulnerable areas is a key directive in the resolution with a call to focus on poor and vulnerable groups (UN Economic and Social Council, cl 89). Children in particular constitute the most marginalized and vulnerable populations in urban areas of extreme poverty or after an extreme hazard event (UN Committee on the Rights of the Child (UNCRC) 2009; Esnard and Sapat 2018; Peek et al. 2018).

Poor urban planning exacerbates vulnerability and exposes children in particular to a range of social, economic, and environmental hazards that impact their health and well-being, reinforcing their status as one of the most vulnerable population groups and limiting their ability to develop agency¹ over their own development (UN Economic and Social Council 2019; UN Secretary General 2019; Bartlett 1999; Bartlett et al. 1999).

Children’s participation in urban planning processes may reduce these vulnerabilities with research demonstrating that children have a great capacity to make responsible decisions in their community and that their participation can benefit the whole of community, empowering them and supporting their own development into responsible citizens (Bartlett et al. 1999; Peek et al. 2018; UNCRC 2009).

There is a policy and legislative context supporting children’s participation in urban planning, including the right to express their views in all matters affecting them articulated in Article 12 in the Convention on the Rights of the Child (UN General Assembly 1989), and the identification of children as “critical agents of change . . . in the creation of a better world” in the UN resolution “Transforming our world: the 2030 Agenda for Sustainable Development” which is considered to be a universal policy (UN General Assembly 2015). Despite these mechanisms along with focused research and the development of participatory tools that have emerged since the ratification of the Convention on the Rights of the Child, children’s participation in urban planning processes is still poorly understood, and they remain marginalized in this field (Ataol, Krishnamurthy, and van Wesemael 2019; Children in a Changing Climate 2016). This continued exclusion from urban

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planning fields has a long-term negative impact on communities and perpetuates the cycle of marginalization of children and vulnerability that continues into adulthood (Bartlett et al. 1999; Peek et al. 2018).

The UN Committee on the Rights of the Child (2009) acknowledges that there are barriers to implementing Article 12 of the Committee on the Rights of the Child and children's participation in general in society, in particular for marginalized and disadvantaged groups of children. Ongoing barriers specifically mentioned in General Comment No. 12: The Right of the Child to be Heard include discrimination, long-standing practices, attitudes, legal, political, economic, social, environmental, and cultural barriers (UNCRC 2009; UN General Assembly 2017). The Convention on the Rights of the Child articulates that for a child to be heard, approaches are to avoid being "tokenistic," and participation is recognized as a basic requirement for achieving Article 12 (UNCRC 2009). Participation is expected to be ongoing and treated as a "process" in order for it to be "effective and meaningful" (UNCRC 2009). This language permeates the following literature review and is a key guiding factor in the determination of the research questions.

With this background, this literature review outlines the consequences of excluding children in urban planning processes and investigates the questions: What are the enablers and barriers to children's participation in urban planning in vulnerable communities, and what further research is required in order to mainstream children's participation? This supports a research agenda that in order to mainstream children's participation in urban planning in vulnerable settings, the conditions that enable or hinder children's participation need to be examined. This study calls for a focus on specific areas of vulnerability and highlights the cyclical relationship between children's lack of participation that leads to increased vulnerability, resulting in reduced agency and therefore less ability to participate.

To better understand this issue, we examine the literature with a critical realist lens using Lofland's framework² to disaggregate the data and critique the assertion that simply removing the identified barriers and focusing on enablers will result in the mainstreaming of children's participation in urban planning. Critical realism provides a platform for transforming "the exploited and oppressed" by understanding the social structures that produce social phenomena (Bhaskar 2010). In this case, a critical realism lens allows for a deeper investigation into the causal nature of the identified barriers and enablers identified in the literature across a range of situations and marginalized population groups. A semisystematic review is used to present a condensed summary of a broad range of literature on this topic and generates a deeper understanding of the state of current knowledge resulting in a critical perspective that creates an agenda for further research (Green, Johnson, and Adams 2006; Snyder 2019).

The Introduction situates this article within the global policy environment that supports children's participation in urban planning. Second section sets out the methodology and analytical approach. Third section presents the results within the themes of understanding how children participate in different stages of

urban planning, processes and structures that create barriers and enablers to participation, and the consequences of children's participation and translation into urban planning outcomes in various settings. Fourth section presents an argument within themes of causes, agency, and vulnerability, discussing implications and a proposed agenda for future research, including limitations of this study. We conclude by presenting proposed areas for research to determine how to transform children's participation in urban planning processes in vulnerable settings.

Method

Data/Literature Selection

This article addresses the research questions by conducting a semisystematic literature using methods overviews described by Bryman (2012) and Snyder (2019). Critical realism is used as a lens for developing a research agenda for social change and is operationalized by using Lofland's (2006) framework for analyzing social settings.

We initially carried out a preliminary literature search to determine an overview of the topic; refine research questions, search terms, and databases; and develop a sample set of literature for developing a systematic search process (Green, Johnson, and Adams 2006). This preliminary search included global policy documents such as UN resolutions and policies, books, dissertations, journals, and newspaper articles across databases including Google, Google Scholar, Elsevier, JSTOR, ProQuest, Scopus, Springer, Taylor and Francis, Informit, PubMed, and Monash University Library databases. Search words and terms included variations of children's participation and decision-making in areas of Sustainable Development Goals, urban planning, rebuilding after extreme hazard events, infrastructure, informal settlements, design disciplines such as landscape architecture and engineering, child-focused organizations such as United Nations Children's Fund (UNICEF), and email alerts from Academia and ResearchGate, and references in key articles were scanned for additional relevant literature. This preliminary scoping of the literature narrowed down specific search terms and databases to guide a semisystematic search method that generated a manageable number of research papers, producing enough results to generate an understanding of research progress in the field. The key terms in the research questions and key words and subjects identified in documents relevant to the research questions were then used as search terms for the semisystematic search methods.

The semisystematic search inclusion/exclusion criteria were as follows:

- Sources: Monash University Library Search that returned articles from databases including but not limited to Elsevier ScienceDirect Journals Complete, JSTOR Arts and Sciences, JSTOR Sustainability, Wiley Online Library Books and Journals, and Taylor and Francis. Additional articles were sourced through the reference lists of the papers found in the databases and

Table 1. Search Terms.

Search Term 1 +	Search Term 2 +	Search Term 3
Child* particip*	Urban plan* OR City plan*	informal settlement* OR slum* OR disaster* OR emergenc*

Note:* = allows for additional endings such as child, children, and children's.

through searching for papers that cited the articles from the database search.

- Search terms include a combination of the following terms shown in Table 1. Search terms 1 and 2 were restricted to inclusion in the titles of papers due to the large number of results returned, many of which were irrelevant to this study. Using search terms in column 3 in any search field returned no results in combination with search terms 1 and 2.
- Limitations: Peer-reviewed articles and book chapters were selected for inclusion (conference proceedings and book reviews were excluded).
- Publication dates: November 20, 1989 (the date of the adoption of UN resolution A/44/25 Convention on the Rights of the Child) to July 2019.
- Exclusions: Documents that focus on children's participation in the urban environment (such as sport) rather than participation in the process of developing the urban environment, documents that are unable to be accessed (at least one document was produced in the search that was unavailable).
- Language: Search terms were limited to English; however, the search did produce a number of results from non-English-speaking locations.
- Regions: No regions were excluded from the search.

From this search, we included eighty-seven articles for analysis and included all articles relevant to the research questions regardless of whether the literature used primary or secondary data. A number of key papers that were not picked up in the search terms have been referred to in the discussion section to ensure a more comprehensive analysis.

Analytical Approach

Literature reviews generally present an overview of a particular field (Bryman 2012). Inferring causal factors that perpetuate barriers to children's participation, however, requires a deeper examination of the literature. Critical realism provides a lens for identifying the implications of the enactment of structural powers in urban planning that exclude or include children and for detecting the underlying causes of this enactment as a future research agenda³ using Sayer's (1999) critical realist view of causation⁴. Immanent critique is inherent in critical realism, and Antonio (1981) argues that social change is more possible if contradictions are detected. Isaksen (2018) demonstrates there

is value in using immanent critique as a method of structure for a literature review in order to justify opinions on the relevant literature and guide research questions, arguing that understanding contradictions will develop into "better conclusions."

This article examines causal conditions and mechanisms using Lofland's (2006) framework of questions for analyzing social settings to operationalize the critical realism foundation and guide the coding process to develop conclusions. This framework is used to develop a deeper understanding of social settings and how to analyze them (Lofland 2006).

We coded the selected eighty-seven documents by first using initial coding to segregate the data and search for processes, structures, and consequences of children's participation in urban planning (Saldaña 2016). We then explored the themes identified in the initial coding and categorized these using axial coding to understand the relationships between what was happening in each of these themes, why, what was the impact or consequences, and in what situational contexts (Saldaña 2016, 329). Process coding was conducted to understand the participatory interactions within the processes and within the identified structures to assist in identifying possible causes of the results from axial coding (Saldaña 2016). The three types of coding were conducted simultaneously and iteratively in order to respond to the questions in Lofland's framework.

We coded structures by categorizing all potential external systems identified in the literature that influence children's participation in urban planning using the themes of legal, political, economic, social, and cultural barriers identified in General Comment No. 12: the Right of the Child to be Heard (UNCRC 2009). We then mapped processes for urban planning to determine children's participation in different stages of urban planning and processes of participation.

Results

In Table 2, we present an overview of the key themes identified in the literature using the combination of Lofland's questions and coding processes. This table demonstrates how the data was disaggregated for analysis using Lofland's framework. The first subsection in the Results section identifies the current characteristics of children's participation. The second and third subsections identify the barriers and enablers to children's participation and the conditions that influence this. The final subsection identifies the impact of children's participation both from a participatory impact and the impact on and of the physical environment.

How Are Children Participating in Urban Planning?

The literature predominantly focuses on case studies used as either primary or secondary data research. There is general agreement that participation is desired but rare, and there are barriers and enablers to children's participation (Carroll et al. 2019; Alarasi, Martinez, and Amer 2016; Wood 2015). These barriers and enablers vary in nature however, and there is a lack of overall clarity on whether addressing the conditions that enable or hinder participation will result in change. Horelli

Table 2. Characterization, Barriers, Enablers, and Consequences of Children's Participation in Urban Planning in Literature.

Children's Participation in Urban Planning	
<ul style="list-style-type: none"> - Which children participate - How are children participating - What is the quality of children's participation - What are the conditions leading to children's inclusion or exclusion in participation 	<ul style="list-style-type: none"> - What stages of urban planning do children participate in - What are the types of settlements where urban planning occurs
Structures	
<ul style="list-style-type: none"> - What are the structures impacting children's participation - How do structures impact children's participation 	<ul style="list-style-type: none"> - What are the structures influencing urban planning processes and decisions
Processes	
<ul style="list-style-type: none"> - What participatory methods are used - Who develops participatory methods 	<ul style="list-style-type: none"> - What are the stages of urban planning processes - How do processes impact children's participation
Consequences	
<ul style="list-style-type: none"> - What is the impact of meaningful participation - What is the impact of exclusion or token participation - What is the impact of disrupted urban fabric on children 	<ul style="list-style-type: none"> - What is the impact of child-friendly urban planning outcomes on children - What is the impact of poor urban planning outcomes on children

(1997) articulates that the barriers are vast, citing a need to undertake “combinatory theories” to understand the complexity of issues such as culture, political environment, adequate and appropriate methods and tools, gender, reflexivity of researchers, changes in ways of working, and enabling adults. Sancar and Severcan (2010) suggest that the field of planning and urban design is an entirely exclusive field that ignores the lived experiences of *all* people with a focus solely on the built and economic aspects of the environment. They argue that a focus on children's participation specifically would create dual benefits of providing high-value input unimpeded by adult concerns and develop a culture of empowered, active young citizens (Sancar and Severcan 2010).

Types of children's participation. The types of participation that are presented in the literature fall into four key categories:

- (1) Children do not participate, and their experiences are not considered in urban planning processes (Horelli 1997; Kylin and Stina 2015; Lozanovska and Xu 2013).
- (2) Children do not participate, but their experiences are interpreted and considered by adults in the best interest of the child (Percy-Smith and Burns 2013; Passon, Levi, and Del Rio 2008; Ellis, Monaghan, and McDonald 2015; Matthews, Limb, and Taylor 1999; Barker 2003).
- (3) Children's participatory methods are poorly executed or “tokenistic” (Wilks and Rudner 2013; Cunningham, Jones, and Dillon 2003; Lúcio and I'anson 2015; Jansson 2015; Freeman, Nairn, and Sligo 2003; Francis and Lorenzo 2002).
- (4) Children participate in a meaningful way (Malone 2013; Beckett and Shaffer 2005; Lozanovska and Xu 2013; Derr and Kovács 2017).

Understanding what constitutes meaningful participation and processes for enacting participation is much debated with the complexity of participation itself a barrier (Alparone and

Rissotto 2001; Wilks and Rudner 2013). A number of authors believe meaningful participation can only occur through mainstreaming participation such as by embedding in planning practices (Alarasi, Martinez, and Amer 2016) or community development (Bartlett 1999) or through conducting more research (Francis and Lorenzo 2002; Wilks and Rudner 2013; Jansson 2015), and yet mainstreaming participation itself is also identified as inadequate, operating more as a tool to support organizational interests (Percy-Smith 2010).

Papers that describe “successful” methods for children's participation tend to focus on specific components or stages of urban planning processes such as investigation and analysis (Hu and Wang 2013), project design and/or development (Xu and Izadpanahi 2016; Hu and Wang 2013; Carroll et al. 2019; Robins 1996; Malone 2013), city strategy (Cunningham, Jones, and Dillon 2003), or children's perceptions and conceptions of the urban spaces (Alarasi, Martinez, and Amer 2016; Carroll et al. 2019; Machemer, Bruch, and Kuipers 2008; Christensen, Mygind, and Bentsen 2015). Only one article identified an example of what the authors considered to be mainstreamed meaningful participatory approaches with children through a partnership approach in Boulder, Colorado (Derr and Kovács 2017). The authors present an approach that builds upon UNICEF's Child Friendly Cities Initiative (CFCI) through a partnership approach between government, schools, and the University of Colorado together forming the Growing Up Boulder initiative (Derr and Kovács 2017). Other authors suggested or developed specific methods or frameworks that they consider would theoretically result in a successful applied approach (Knowles-Yáñez 2005; Horelli 1997; Beckett and Shaffer 2005; Ziervogel 2019; Lozanovska and Xu 2013; Rismanchian and Rismanchian 2007; Magnussen and Elming 2015; Horelli 2007; Xu and Izadpanahi 2016; Nordström and Wales 2019; Percy-Smith and Burns 2013; Freeman, Nairn, and Sligo 2003; Severcan 2015; Bridgman 2004). Despite these frameworks and models however, there was limited evidence of these being used in the field as a matter of course.

Discussions of poor participation or complete exclusion tend to be articulated in an absolute manner suggesting that children's participation in some way threatens or is ignored in key societal structures and processes. Examples of such terms used include "non-participation...is endemic" (Matthews, Limb, and Taylor 1999), "prevented and obstructed" (Kylin and Stina 2015), "little more than a populist gesture" (Lúcio and I'anson 2015), "not given explicit attention" (Wood 2015), "routinely ignored or misunderstood" (Bartlett 1999), "devised by adults with adult purposes in mind" (Cunningham, Jones, and Dillon 2003), "adults remain the experts" (Liebenberg 2017), "authorities are reluctant to expand their top-down, expert-based mode of urban planning" (Horelli and Kaaja 2002), "excluded from planning processes" (Cele and Van Der Burgt 2015), and children's participation "threatens the harmony and stability of family life" (Matthews, Limb, and Taylor 1999). These socially constructed structures and processes create conditions that either enable or hinder children's participation and determine which children are invited to participate and in which specific parts of urban planning processes.

Examples in the papers that illustrate how this can impact participation are identified by examining which groups of children are identified in the literature and which urban planning processes have been included in both primary and secondary research. Where papers identify children's participation as occurring in any form, while specific data is not always articulated, the research is heavily weighted toward school-attending, healthy, and able-bodied children; in high-income countries; above the age of eight years; and within formal settlements with a fairly even distribution of male and female participants. Some studies included minority groups such as migrant, ethnic, or racial minorities (Sutton and Kemp 2002; Nordström 2010; Laughlin and Johnson 2011; Torres 2012; Chawla 1994), socially excluded (Wilson and Snell 2010), diverse backgrounds (Percy-Smith and Burns 2013; Beckett and Shaffer 2005; Nicotera 2008; Alarasi, Martinez, and Amer 2016), family hierarchy (Barker 2003), and low income/poverty (Laughlin and Johnson 2011; Ellis, Monaghan, and McDonald 2015; McKoy, Stewart, and Buss 2015; Torres 2012). Population groups and specific characteristics that are not identified or discussed in the literature and how this impacts on participation include children with health issues or disability, child-headed households, sexuality status, specific cultural beliefs or rituals, religion, and other specific factors. While Matthews, Limb, and Taylor (1999) acknowledge that "children face multiple realities and their experiences of place and space are contingent upon numerous dimensions," this complexity is largely absent from the literature.

Types of urban settings for participation. The types of urban settings within which some form of participation occurred or where it was identified that participation should occur included the following:

- (1) Formal settlements
 - (a) Strategic large-scale urban planning (Wood 2015),
 - (b) Reactive large-scale urban planning due to major disaster (Rismanchian and Rismanchian 2007),
 - (c) Strategic infrastructure planning such as asset life cycle management (Francis and Lorenzo 2002; Jansson, Sundevall, and Wales 2016),
 - (d) Reactive infrastructure planning due to major failure or disaster (Beckett and Shaffer 2005; Rismanchian and Rismanchian 2007; Alarasi, Martinez, and Amer 2016).
- (2) Informal settlements
 - (a) Reactive and evolving urbanization such as economic migration to cities (Bartlett 1999),
 - (b) Planned urban renewal of informal settlements in particular for disaster risk reduction (Malone 2015; Ziervogel 2019; Alparone and Rissotto 2001),
 - (c) Reactive infrastructure after major failure or disaster such as disease outbreak for instance upgrading of water infrastructure (Bartlett 1999).

The literature only presented secondary data on informal settlements, and only one paper discusses primary research into postdisaster reconstruction (Rismanchian and Rismanchian 2007). No papers discussed children's participation in urban planning for temporary settlements such as internally displaced person camps.

Understanding the nature of urban planning settings and participants helps to set out the conditions that lead to barriers and enablers and the resulting consequences that then perpetuate these conditions in the following sections.

What Are the Barriers and Enablers for Children's Participation?

The following sections will provide the results for the identified barriers and enablers to participation in the literature and the consequences of participation or exclusion. Barriers to children's participation are presented in the literature predominantly in the form of structures that influence urban planning processes. Enablers are more likely to be identified as processes and generally demonstrated through isolated, situation-specific projects. While barriers and enablers are identified in both structures and processes, processes tend to be overridden by structural influences rendering the effectiveness of many enablers as problematic; a factor pointed out in papers that provide a conflicting analysis of such enablers such as policy (Freeman and Aitken-Rose 2005a, 2005b; Wilson and Snell 2010). Severcan (2015) provides the most comprehensive list of barriers for delivering participatory projects in a disadvantaged community, identifying a multitude of both expected and unexpected barriers, and suggests that future research could focus on the importance on each barrier in determining outcomes.

Structural conditions. Urban planning systems sit within and are influenced by a multitude of structures which equally influence the accepted role of children and their ability to participate in the decisions that shape their environment.

More than half of the papers acknowledge the legal imperative for supporting children's participation through the UN Convention on the Rights of the Child. Despite this, the papers note that the legitimacy of children having rights is still debated (Kylin and Stina 2015; Matthews, Limb, and Taylor 1999) with the premise of children's rights occupying a space of tension within "culture and context" (Mannion 2007) and directly connected to accepted sociocultural perceptions of 'childhood' (Wood 2015; Panelli and Robertson 2006; Carroll et al. 2019). Matthews, Limb, and Taylor (1999) assert that marginalization of children is further exacerbated by viewing children through a colonial lens that excludes particularly vulnerable children such as those in informal settlements and child soldiers, noting that they sit outside the Convention (Matthews, Limb, and Taylor 1999). Where children's rights are acknowledged and they participate in urban planning processes either through additional legal frameworks or guidelines, it is argued that this does not necessarily translate into "effectiveness or quality of participation" (Knowles-Yáñez 2005) with ongoing confusion as to what constitutes quality outcomes (Kylin and Stina 2015).

Despite the legal imperative, it is the political and economic environment that is presented as dominating the influences over urban planning decisions from a local to global context and taking precedence over the legal identification of children having rights (Cele 2015; Chawla and Heft 2002; Bartlett 1999; Knowles-Yáñez 2005). This is generally framed as political systems being driven by a market-based economy where decisions regarding land tenure, use, and development are determined by those who have the dominant economic and voting power (Kylin and Stina 2015; Cele 2015; Ziervogel 2019; Alparone and Rissotto 2001; Horelli and Kaaja 2002; Percy-Smith 2010; Bartlett 1999; Severcan 2015). These structures are seen to be at odds with children's participation and view the urban environment as a contested space (Valentine 1997; Cele 2015; Wood 2015; Cele and Van Der Burgt 2015) with a contemporary market focus on planning driven by private economic forces (Kylin and Stina 2015) and economic goals (Sancar and Severcan 2010). Without the ability to vote (Alarasi, Martinez, and Amer 2016; Passon, Levi, and Del Rio 2008; Simpson 1997; Nicotera 2008) and marginalized economically (Freeman and Aitken-Rose 2005b; Kylin and Stina 2015), children are identified as lacking any form of economic and political agency with Matthews and Limb (1999) suggesting that all participation is simply "tokenism" and will remain so until children are considered equal partners in the decision-making process. Children experiencing poverty are particularly disadvantaged making them less likely to participate (Nicotera 2008) as even basic needs are a struggle to meet (Bartlett 1999; Knowles-Yáñez 2005), and they are more likely to live in transient communities where their rights including the right to participate are unlikely to be realized (Malone 2015). Holloway, Holt, and Mills (2019) examine the

complexity of children's agency identifying that agency itself is founded on liberal notions and that promoting children's agency can actually contribute to the reproduction of oppression and "socio-spatial inequalities." Furthermore, Kallio and Hakli (2011) argue that children do possess political agency and engage in constant situations of negotiation, yet how children choose to enact this agency does not necessarily align with or is understood by adults.

From a sociocultural perspective, conceptions of childhood greatly influence children's ability to participate, occupying a particularly excluded space of discrimination and marginalization (Freeman and Aitken-Rose 2005b; Passon, Levi, and Del Rio 2008). When children do participate, their views are generally at odds with adult views of what constitutes a suitable environment for children, how land should be developed, and how it should be used (Matthews 1995; Passon, Levi, and Del Rio 2008; Chawla 2002b; Freeman and Riordan 2002; Robins 1996; Simpson 1997). This disconnect can then result in issues where children's input is dismissed as impractical or frivolous or simply misunderstood (Horelli 1997; Bartlett 1999; Severcan 2015; Magnussen and Elming 2015; Cele and Van Der Burgt 2015) including by the researchers themselves (Rismanchian and Rismanchian 2007), and children may manipulate their responses in a desire to please, or they misunderstand the expectations (Bosco and Joassart-Marcelli 2015; Sutton and Kemp 2002; Davis and Jones 1997; Parnell and Patsarika 2011) or challenges occur with implementation beyond the activity of participation rendering the participatory process as tokenistic (Frank 2006; Alparone and Rissotto 2001; Passon, Levi, and Del Rio 2008; Horelli and Kaaja 2002; Cele and Van Der Burgt 2015; Severcan 2015).

An additional effect of these conflicting views renders children invisible in urban places that are considered to be for and regulated by adults (Sutton and Kemp 2002; Knowles-Yáñez 2005; Matthews and Limb 1999; Laughlin and Johnson 2011; Ellis, Monaghan, and McDonald 2015; Matthews 1995; Matthews and Limb 1998; Davis and Jones 1997) by removing children's legitimacy for determining their own use and presence (Horelli 1997; Laughlin and Johnson 2011; Passon, Levi, and Del Rio 2008; Freeman and Riordan 2002; Stratford 2002; Francis and Lorenzo 2002; Woolley, Spencer, et al. 1999; Simpson 1997; Davis and Jones 1997), impacting their participation and presence in urban spaces (Höglhammer et al. 2018) and relegating them to separated "child" spaces such as playgrounds (Horelli 1997; Matthews 1995; Simpson 1997).

The limited discussion of the impact of sociocultural structures presents a homogenous view of "childhood" and comparative analyses of levels of participation across different sociocultural contexts does not appear in the literature. Matthews (1995) acknowledges that children's experiences in different societies and their ability to participate vary based on socially constructed views of "childhood," highlighting that the ages children actively participate in daily life in "industrialized" or "Western" countries is highly restricted. Ramezani and Said (2013) further note that research focusing

on children's perceptions and use of outdoor areas is limited beyond western cities. What this means in terms of children's participation in urban planning is not explored. What is clear however is a general feeling that a top-down "technocratic" approach to urban planning decision-making persists, and there is a reluctance to relinquish this power (Horelli and Kaaja 2002; Cele and Van Der Burgt 2015; Percy-Smith 2010; Ellis, Monaghan, and McDonald 2015; Tsevreli 2011).

Procedural conditions. Secure land tenure is identified as critical for children's well-being (Knowles-Yáñez 2005). Unstable land and housing tenure increases children's exposure to hazardous urban situations such as polluted and potential disaster sites (Bartlett 1999) with impermanence of housing affecting the emotional security of children (Bartlett 1999; Laughlin and Johnson 2011). Children's participation in securing land and housing was not identified in the literature with Passon, Levi, and Del Rio (2008) noting that adults decide on the environments where children live, highlighting that children's and adults' ideas of quality living environments can differ considerably.

The process for determining the quantity, quality, and funding for urban spaces is identified as driven by a market-based political environment, with children's interests and agency considered as lacking in income value in the context of marketable attributes of land-use development (Cele and Van Der Burgt 2015; Kylin and Stina 2015; Chawla 1994). This then impacts on the view of children's right to the urban environment eroded as a necessary sacrifice (Cele 2015) and reduces their opportunity to participate in these processes as their views are considered to be at odds with contemporary land development (Matthews 1995; Passon, Levi, and Del Rio 2008; Cele and Van Der Burgt 2015). This is resulting in quantifiable, "compartmentalized cities" that reduce children's access to urban spaces (Knowles-Yáñez 2005; Matthews 1995) and where public spaces become a contested commodity between economic return and equitable community use (Kylin and Stina 2015). Contemporary planning approaches to urban development have reduced children's access to public spaces, increasing hazards and hindering their mobility through car-dependency city design (Oliver et al. 2011; Spencer and Woolley 2000; Wilson and Snell 2010; Matthews and Limb 1999; Davis 2001; Ellis, Monaghan, and McDonald 2015; Freeman, Ergler, and Guiney 2017; Smith and Kotsanas 2014), and increased density with smaller and fewer spaces children can legitimately appropriate (Kylin and Stina 2015; Spencer and Woolley 2000; Nordström and Wales 2019; Ito et al. 2010; Ellis, Monaghan, and McDonald 2015).

This erosion of children's access to urban areas has resulted in land-use planning and the identification of projects focusing on the allocation of segregated land for childhood purposes such as playgrounds, identified by Kylin and Stina (2015) as "spaces left over from planning," despite the recognition that children desire access to a range of urban spaces (Ellis, Monaghan, and McDonald 2015) and a growing recognition that segregated spaces such as playgrounds do not provide for

the development needs of children or acknowledge their access outside these settings (Matthews 1995; Freeman, Ergler, and Guiney 2017; Wood 2015; Smith and Kotsanas 2014). Wilks and Rudner (2013) note that children's participation in urban planning processes is generally limited to input into the design of these separate spaces, in particular parks and playgrounds (Simpson 1997; Cele and Van Der Burgt 2015; Matthews 1995; Ito et al. 2010; Cunningham, Jones, and Dillon 2003), despite the argument that the creation of separate spaces simply deals with children as a problem leading to further marginalization (Freeman and Riordan 2002; Stratford 2002; Freeman, Nairn, and Sligo 2003; Davis 2001; Davis and Jones 1997), an act termed by Matthews (1995) as "childhood ghettoization."

A range of participatory methods for eliciting land-use planning information from children is identified using techniques such as augmented reality technology (Beckett and Shaffer 2005; Magnussen and Elming 2015), mapping (Freeman, Ergler, and Guiney 2017), story writing (Cunningham, Jones, and Dillon 2003), workshops (Saridar Masri 2018; Freeman, Ergler, and Guiney 2017; Malone 2013; Machemer, Bruch, and Kuipers 2008), and other creative activities (Derr and Kovács 2017; Rismanchian and Rismanchian 2007). The activities demonstrate that children have the capacity and competence to contribute to land-use processes and decisions. Examples of children as young as two years old demonstrate they are capable of providing meaningful input through methods that allow children's right to provide input into planning to be realized (Freeman, Ergler, and Guiney 2017; Smith and Kotsanas 2014). In isolated cases, their input appeared to be translated into land-use decisions such as locating skate parks (Freeman and Riordan 2002) and an increase in more playgrounds and safer pedestrian infrastructure and routes (Rismanchian and Rismanchian 2007; Malone 2013). There is however evidence that despite children's input into these processes, the methods do not address the problem of interpreting children's input which is not always understood and can be easily dismissed (Magnussen and Elming 2015; Rismanchian and Rismanchian 2007; Bosco and Joassart-Marcelli 2015).

Despite the focus on child-focused infrastructure however, children still tend to be excluded from this process (Alarasi, Martinez, and Amer 2016; Horelli and Kaaja 2002; Cele and Van Der Burgt 2015). Where participation occurred, it was generally confined to input into design with little evidence of ongoing participation to the next stages such as project delivery (Lozanovska and Xu 2013; Xu and Izadpanahi 2016). Testing participatory methods was in many cases the focus of the studies (Beckett and Shaffer 2005; Horelli and Kaaja 2002; Torres 2012; Frank 2006; Lozanovska and Xu 2013), and the delivery of projects rarely occurred or due to problems with projects such as conflicting expectations (Bosco and Joassart-Marcelli 2015).

Urban planning processes include the ongoing governance of urban areas which influences how space is used and who has influence and therefore the ability to participate in the ongoing cyclical nature of urban planning processes. The literature indicates that children's presence and behavior in, and use of urban areas are oppressively governed by adults and further

influenced by urban planning decisions (Chawla 1994; Spencer and Woolley 2000; Passon, Levi, and Del Rio 2008; Vanderbeck and Dunkley 2004; Oliver et al. 2011; Ellis, Monaghan, and McDonald 2015; Matthews 1995; Barker 2003; Francis and Lorenzo 2002) influencing children's perceptions of where they live (Passon, Levi, and Del Rio 2008; Saridar Masri 2018). Also discussed are a number of processes where children evaluated local urban spaces and the impact of these spaces on them (Wilson and Snell 2010; Nicotera 2008; Chawla 1994; Ramezani and Said 2013; Alarasi, Martinez, and Amer 2016; Höglhammer et al. 2018; Passon, Levi, and Del Rio 2008; Ellis, Monaghan, and McDonald 2015), with the management and maintenance of urban spaces are identified as impacting on children's perceptions of safety or desirability to use particular spaces (Jansson, Sundevall, and Wales 2016; Woolley, Spencer, et al. 1999). These factors impact on the perceived legitimacy of children being present in urban areas (Laughlin and Johnson 2011; Höglhammer et al. 2018; Matthews 1995; Freeman and Riordan 2002; Freeman, Nairn, and Sligo 2003) and contribute to further marginalization, oppression, and ultimately exclusion from urban planning processes (Valentine 1997; Stratford 2002; Bosco and Joassart-Marcelli 2015; Davis and Jones 1997). However, similar to participatory project design, there was little evidence to suggest that findings progressed into action beyond a study of the process itself.

Where urban planning processes are discussed in general terms, children's participation is found embedded in nonlegally binding guidelines, strategic plans, or policy (Cele and Van Der Burgt 2015; Freeman and Aitken-Rose 2005a; Kylin and Stina 2015; Cunningham, Jones, and Dillon 2003; Carroll et al. 2019; Smith and Kotsanas 2014) in formalized adult settings such as youth councils and formal partnerships or committees (Derr and Kovács 2017; Wilson and Snell 2010; Wood 2015; Cunningham, Jones, and Dillon 2003; Matthews and Limb 1998). Conflicting beliefs indicate that effectiveness of such methods is dependent on other factors with examples of Freeman and Aitken-Rose's (2005a, 2005b) research demonstrating that the UN Convention on the Rights of the Child and government policy had little impact on planners choosing to involve children, in contrast to other authors' assertions that child-focused law or policy will better meet children's needs and increase participation (Carroll et al. 2019; Alarasi, Martinez, and Amer 2016; Simpson 1997).

Children's participation in identified processes in the literature was determined by adults. The processes themselves were all determined by adults and children mostly invited to participate through institutions, predominantly schools for instance (McKoy, Stewart, and Buss 2015; Percy-Smith and Burns 2013; Panelli and Robertson 2006; Christensen, Mygind, and Bentsen 2015; Oliver et al. 2011; Tsevereni 2011; Parnell and Patsarika 2011; Jansson, Sundevall, and Wales 2016; Magnussen and Elming 2015), early learning centers or home-based care for preschoolers (Smith and Kotsanas 2014; Freeman, Ergler, and Guiney 2017; Malone 2013), or youth organizations (Torres 2012; Laughlin and Johnson 2011). Only

one paper identified examples where children had approached local authorities and subsequently participated in urban planning processes (Freeman and Riordan 2002). In no papers were children driving urban planning agendas and processes.

Less discussed are the barriers and enablers identified by children themselves which related to processes being either boring, restrictive, and tiring or conversely, fun (Saridar Masri 2018; Severcan 2015; Freeman, Nairn, and Sligo 2003; Parnell and Patsarika 2011; Nicotera 2008). Children also indicated that they challenged participatory methods they viewed as tokenistic, irrelevant, intimidating, or exclusive by responding accordingly (Parnell and Patsarika 2011; Passon, Levi, and Del Rio 2008) or by simply not participating (Freeman, Nairn, and Sligo 2003; Matthews and Limb 1998; Passon, Levi, and Del Rio 2008). This type of feedback was simply discussed in the context of precautionary measures for future participatory processes with no exploration of upending processes to be designed and determined by children.

What Are the Consequences of Including or Excluding Children in Urban Planning?

The literature identifies the implications of different types of children's participation, how this translates into physical built responses in different types of settlements and urban planning scenarios, and the resulting consequences. The consequences and impacts vary greatly between formal and informal settlements with research heavily weighted toward formal settlements.

Place disruption. Sancar and Severcan (2010) articulate the immense connection to place that people develop through socially constructed meaning, attributing well-being and identity to past and future interactions with a place and warning of the long-term detrimental effects such as mental health issues and behavioral disorders that can occur from "place disruption" such as rapid urbanization, destruction of valued places, and development of the built environment. Frequent relocation is an example of place disruption which Spencer and Woolley (2000) suggest impacts on children's positive self-identity. On a large scale, the entire urban fabric can be compromised by disaster, in some cases requiring massive reconstruction efforts in a completely changed environment such as from earthquake (Rismanchian and Rismanchian 2007) or through sudden reactive urbanization and relocation such as from economic migration to urban areas which in some cases results in the formation of informal settlements (Bartlett 1999; Malone 2015; Ziervogel 2019) or simply large economy-driven urbanization (Simpson 1997; Sancar and Severcan 2010). Smaller-scale changes to the urban environment such as the replacement of an aged physical asset also impact as highlighted by an example of when play equipment was replaced resulting in a reduction in the use of a playground (Jansson, Sundevall, and Wales 2016).

Quality of the urban fabric. Disconnect between adults' understanding of children's needs in urban spaces, or the complete

indifference to children's needs, impacts the quality of the urban fabric. The belief that adults know what's best for children in the urban planning fields is not reflected in the literature with authors arguing that spaces are designed and developed to suit adult needs and purposes (Freeman and Riordan 2002; Simpson 1997; Cele and Van Der Burgt 2015; Spencer and Woolley 2000; Woolley, Spencer, et al. 1999). This has resulted in large-scale city design through to small-scale infrastructure that greatly impacts on the quality of life for children (Ramezani and Said 2013; Malone 2015; Horelli 2007; Höglhammer et al. 2018; Davis 2001; Chawla 2002b; Davis and Jones 1997). In extremely poor settlements such as informal settlements, poor urban planning and infrastructure becomes life-threatening, exposing children to disaster-prone areas or creating infrastructure that increases risk to children (Bartlett 1999; Malone 2015). Risk from traffic, pollution, and crime are also increased through poor urban planning decisions that are life-threatening to children in all cities (Chatterjee 2005; Nordström 2010). Even when children's needs are considered such as through the provision of playgrounds, children can both feel threatened or be viewed as threatening due to the disconnect between what children need and what adults think they need (Matthews and Limb 1999; Freeman and Riordan 2002; Stratford 2002).

Impact on physical and mental health. The threat is real, with the literature citing numerous examples of poor urban planning contributing to short- and long-term impacts including road traffic accidents (Wilson and Snell 2010; Matthews and Limb 1999); with examples such as 49 percent of road deaths in London are pedestrians (Wilson and Snell 2010) and traffic as the leading cause of death in children over one year old (Bartlett 1999), poor water and sanitation accounting for high rates of disease and death worldwide and in particular in low-income countries (Bartlett 1999; Chawla 2002b; Malone 2015), increase in exposure and vulnerability to disaster risks (Malone 2015; Ziervogel 2019), and increased health issues such as increased rates of obesity in children; and with Ellis et al. citing 29 percent of children aged eleven to twelve as being obese in Belfast, Ireland (Chawla 2015; Kylin and Stina 2015; Ellis, Monaghan, and McDonald 2015). Perceptions of physical harm are resulting in overall decreases in children's autonomy and mobility in public spaces (Saridar Masri 2018; Alarasi, Martinez, and Amer 2016; Jansson, Sundevall, and Wales 2016; Cele 2015; Christensen, Mygind, and Bentsen 2015; Ito et al. 2010; Passon, Levi, and Del Rio 2008; Knowles-Yáñez 2005; Davis 2001; Matthews and Limb 1999; Woolley, Dunn, et al. 1999; Frank 2006; Matthews 1995; Valentine 1997; Simpson 1997; Davis and Jones 1997; Horelli 1998), contributing to disease profiles that develop from living a sedentary life with resulting health issues leading to a decrease in well-being, lowered quality of life, and premature death (Chawla 2015; Ellis, Monaghan, and McDonald 2015; Kylin and Stina 2015; Oliver et al. 2011; Bartlett 1999). Urban environments that do not account for children's needs reduce place attachment and can breed criminal and

antisocial behavior from both children and adults such as vandalism and graffiti (Severcan 2015; Davis 2001; Bartlett 1999), thereby perpetuating the cycle of safety issues resulting in a further decreased presence of children in urban spaces.

Increasing inequality. Planning processes tend to focus on the physical environment rather than experiential connection to place creating a superficial environment that does not reflect its inhabitants (Sancar and Severcan 2010). Even when planning and infrastructure outcomes are positive, the lack of children participating or token participation itself has long-term ramifications increasing inequality, segregation, and favoring privileged sections of society (Wood 2015; Cunningham, Jones, and Dillon 2003; Davis 2001); lack of translation of children's input into action (Ellis, Monaghan, and McDonald 2015; Frank 2006; Alparone and Rissotto 2001); and the development of feelings of disillusionment, frustration, discouragement, and of being manipulated, devalued, and dismissed (Bosco and Joassart-Marcelli 2015; Wilson and Snell 2010; Alparone and Rissotto 2001; Horelli, Prezaza, and Schruijer 2001; Horelli 1998) affecting long-term confidence in democratic processes (Matthews and Limb 1998; Matthews, Limb, and Taylor 1999).

Impact on community resilience and active citizenship. In contrast, the benefits of children's participation, assuming that children's input is taken seriously and translates into child-responsive outcomes, positively impact the whole of communities, increasing community resilience (Derr and Kovács 2017; Lúcio and I'anson 2015) and transforming cities (Nordström and Wales 2019). Children's understanding of the urban environment is multidimensional and expansive, beyond the physical and extends into expressions of care and responsibility (Horelli 1997), beyond their self reflecting strong urban ecological values (Nordström and Wales 2019; Chawla 2015; Wilks and Rudner 2013; Wilson and Snell 2010; Beckett and Shaffer 2005; Spencer and Woolley 2000), and focused on issues of social justice and safe, connected communities (Alarasi, Martinez, and Amer 2016; Nicotera 2008; Vanderbeck and Dunkley 2004; Cunningham, Jones, and Dillon 2003; Chawla 1994), with Chawla (2002b) pointing out that children are experts in their local environment as heavy users of outdoor spaces.

From a participatory perspective, children's involvement in community beneficial projects can support skills development in civic engagement which fosters positive connection to community, increasing a sense of belonging and empowerment (Carroll et al. 2019; Nordström and Wales 2019; Christensen, Mygind, and Bentsen 2015; Malone 2013; Beckett and Shaffer 2005) and can dispel antisocial and criminal behavior (Nicotera 2008). The building of skills and greater awareness of their urban environment and decision-making processes further increase children's confidence and pride (Nordström and Wales 2019), feelings of agency (Tsevreni 2011), problem-solving skills and communication (Hu and Wang 2013), spatial knowledge (Wilks and Rudner 2013), greater connection to place (Severcan 2015; Sancar and Severcan 2010; Beckett and Shaffer

2005; Chatterjee 2005; Spencer and Woolley 2000), improved relationships between adults and children (Mannion 2007), and improved cross-cultural awareness and understanding of citizenship (Knowles-Yáñez 2005; Wilks and Rudner 2013; Wilson and Snell 2010). Malone (2015) highlights that children can play a significant role in equitable development in informal settlements with impacts including health improvements, increased participation in education, cultural expression, and more projects implemented. From a planner's perspective, there is much to be gained through the identification of issues specific to the lived experiences of children (Wilson and Snell 2010; Chawla 2002b).

Discussion

This section outlines the interpretation of the data, acknowledging the limitations of the literature review, and setting out a research agenda. Three key areas for consideration are presented within the argument that the underlying causes of barriers and enablers to children's participation serve to repress children's agency and reinforce children's vulnerability in the urban environment, concluding that addressing the barriers and enablers will not result in mainstreaming of children's participation in urban planning. Using Lofland's "case comparative" approach for understanding both present and absent conditions which generate a particular outcome and coding the language in the case studies using process coding, we determined that underlying the structures and processes are decisions made by individuals, motivated by interests influenced by particular institutional pillars and carriers.⁵ Further to this, we suggest that it is these individual motivations and interests that perpetuate a cycle of children's exclusion, with little incentive for adults to share agency with children and therefore reinforcing children's vulnerability. While this exclusion is not likely to be consciously prejudicial, it provides an opportunity for future research to explore the impact of institutional pillars on conscious and unconscious action.

Underlying Causes of Barriers and Enablers

The literature review demonstrates there are many persistent complex barriers to children's participation in urban planning, intimating that children lack agency and therefore have no power to influence a participatory approach. The literature demonstrates that even when taking into account the many structural barriers, many more unexpected barriers specific to a project and presented by individuals undermine children's ability to participate in a meaningful manner. Despite the identification and attempts to address such barriers and develop enablers, the limitations and ongoing rarity of children's participation suggest that there are underlying issues causing the reinforcement and perpetuation of such barriers. There is no demonstration of whether addressing particular barriers will result in a shift toward children's participation. It is reasonable to expect that other areas and population groups are neglected in urban planning processes that may take precedence over

children's participation rendering the overcoming of barriers unsuccessful.

Structures and processes are consistently identified as presenting barriers or enabling conditions in the literature; however, individual adults ultimately make the decisions that influence the different stages and processes of urban planning. Adults' motivations such as parental fear for children's safety, donor accountability, developer drive for higher profit margins, and politicians' desire for reelection take precedence over children's experiences and needs in the urban environment. These motivational drivers influence adults' beliefs of what are legitimate spaces for children, impacting on how and in what processes children are invited to participate.

Enablers were limited to adults inviting children to participate in adult-developed processes and, in many cases, necessitated skilling up children to learn how to participate effectively in a manufactured environment. While in some cases adults learnt new skills to work with the children and run the processes, there was no suggestion of adults seeking invitation to participate in and understand children's lived experiences. The barriers to participation identified by children in their evaluation of processes are experiential as are their descriptors of their environments; however, despite the existence of manuals and handbook to support more meaningful participation that addresses these issues (for instance, Derr, Chawla, and Mintzer 2018; Driskell 2002), many participatory methods tend to extract shopping lists of physical items such as land or equipment for playgrounds rather than a translation of children's experiences into a transformation of city functionality and emotional connection. Purely physical responses such as the development of segregated child-focused spaces only served to further widen disconnect between adult and children's relationships with the urban environment and the social connections within, and these approaches simply reinforce that children's input into and use of space are often at odds with and controlled by adults, with no demonstration of adults willing to test their own ideals. There is research beyond the selected papers that explores the effectiveness of different processes for mainstreaming and developing meaningful participation for children in both urban planning and other disciplines such as disaster risk reduction and childhood studies (Derr et al. 2013; Barker and Weller 2003; Percy-Smith and Thomas 2009; Hart 2008; Pfefferbaum, Pfefferbaum, and Van Horn 2018). The challenge then is to connect this research with embedded practice.

Poor urban planning interventions have potentially life-threatening impacts on children from either poor physical environmental conditions or perceived and real social threats influenced by the physical environment. In the context of urban presence, children are therefore deemed either threatening or potential victims when away from the authoritative eye of adults. The removal of children from urban spaces serves as a simplistic yet widely accepted response rather than tackling the far more complex and conflicting role of children as active participants in the urban environment: reinforcing the view that there is actually little incentive to overcome barriers when safety can be addressed through a blanket exclusion of any

form of children's agency in the urban environment with long-term impacts of this approach less immediately tangible.

Excluding or controlling children in the urban environment reduces children's autonomy and negatively impacts their health (Alarasi, Martinez, and Amer 2016; Cele 2015; Ellis, Monaghan, and McDonald 2015; Oliver et al. 2011; Sutton and Kemp 2002; Davis 2001). The stages of urban planning in the literature are presented as a fixed moment in time that is situational specific and relevant to reasonably homogenous groups of participants. The literature does not examine children's participation in the context of the temporary nature of the urban environment such as destruction in disaster scenarios, evolution of asset life, or displacement and temporary settlement development as a result of conflict or the threat of displacement in informal settlements due to the lack of tenure or increased risk of disaster. It also did not examine issues of conflict between different groups of children which ebb and flow through time and place and how participatory processes might serve to resolve such conflicts. Given the intense nature of children's place attachment, the constant changing nature of the physical and social aspects of the urban environment is likely to have considerable impact on children, and if participation in urban planning is a process toward developing attachment to place, then it can be inferred that this is an important component to repairing the impact of place disruption. The impact of poor urban planning leading to these scenarios or as a result of these scenarios has been demonstrated to be considerable, threatening children's health and lives, and exacerbating vulnerability. There is a need for future research to concentrate on the examination of children's participation in extremely vulnerable, disrupted, and evolving settings, including the tension between different groups of children, and the motivations of influential individuals who determine the processes for urban planning in these contexts within individual and institutional interests.

Agency

For children to participate meaningfully in urban planning processes, they need to be "actively engaged in and attempting to negotiate their social settings" (Lofland 2006) or rather they need to have "agency." The literature demonstrated that children do not have agency at any stage of the process or in any structure that influences urban planning; however, it also demonstrated that children have the *capacity* for agency as demonstrated by how they chose to contribute when invited to participate and how they engage with their urban environment. This is particularly apparent when children are identified as challenging the rules set by adults, appropriating, and using spaces in ways that suit their needs and out of the eye of adults (Chawla 2015; Christensen, Mygind, and Bentsen 2015; Stratford 2002). The conflict arises when adults enact their own agency to disrupt that of children's, effectively governing urban spaces by putting children back into their place of restricted agency.

The complexity and limitations of the planning and execution of participatory methods combined with a multitude of expected and unexpected barriers suggest an overcomplicated approach to participation that at best offers isolated and situational-specific goodwill and at its worst creates incalculable damage. The misinterpretation of children's responses, the lack of ongoing participation, and the limited implementation of children's input all serve to reinforce children's lack of agency and demonstrates that the ultimate control over both structures and processes lies with adults.

Inviting entry into the largely bureaucratic world of urban planning limits the participation of children least able to exercise agency and those who occupy positions of greatest vulnerability. Economically and politically, there is little incentive for adults to share their agency with children, particularly given the literature review indicates that adults tend to operate from an individual and self-attaining perspective whereas children are more socially oriented when it comes to urban environment matters of concern (Derr and Kovács 2017). When children exercise what little agency they have in this environment, it is interpreted as problematic. This then implies that the barriers identified in the literature are likely to be reinforced to protect individual adult interests, that overcoming the identified barriers and supporting enablers in the literature will have little impact on increasing children's participation in urban planning, and that the underlying causes of these barriers and enablers lie with individuals.

So how can children's participation become mainstreamed without threatening adult interests and concerns? Can these barriers simply be viewed through a different lens? Assuming that the structures that reinforce exclusionary processes are unlikely to change, is it possible to appeal at the individual level to change understanding of children's participation in urban planning? Matthews and Limb (1999) conclude that "children need allies" who are able to overcome the conflicting experiences of the world between adults and children, suggesting that children will never be able to attain a position of influence. Yet, children certainly have the ability to influence through exercising their limited agency suggesting that perhaps adults also require allies to gain entry into children's worlds and advocate for them. Further research is needed to understand the nuances of children's agency in urban planning settings, how adults can gain cognitive entry into understanding children's occupation in this space, and how children can gain agency in the shaping of the urban environment.

Vulnerability

Children's vulnerability is reinforced by the underlying causes of barriers and enablers to their participation in urban planning processes. Exploiting children as a marketing commodity in urban planning settings is an indicator of this reinforcement. Whether explicit or inadvertent, children elicit an emotional response from adults who influence factors such as acceptance and inclusion of children in urban planning processes, funding decisions, and marketable factors (Bosco and Joassart-Marcelli

2015). The promotion of children's agency conflicts with the objectification and commoditization of children used for obtaining funding through the marketing of vulnerable children's suffering and reinforcing the position of nongovernmental organizations (NGOs) as the authority on children's needs and ultimately leading to a worsening situation for already vulnerable children (Cheney and Sinervo 2019). This lies within direct conflict with the global narrative of reducing children's vulnerability. Children in developing countries, children with disabilities, indigenous children, children in marginalized communities, children affected by disasters, and children in informal settlements are singled out as particularly vulnerable in UN resolutions (UN Secretary General 2019; UN General Assembly 2017, 2019). Despite the connections between children's participation and reducing their vulnerability (UNCRC 2009), there is limited research focused on these most vulnerable groups in the urban planning fields and little understanding of how to resolve the paradoxical nature of securing funding without relying on reinforcing the image of the vulnerable child.

Conclusion

The UN is instrumental in driving children's participation in urban planning. The pioneering UN Educational, Scientific, and Cultural Organization program "Growing Up in Cities" focused on the way children residing in low-income communities use and value their local urban areas (Lynch and Banerjee 1977). The uptake by city officials was limited however, and the projects came to an end until the adoption of the UN Convention on the Rights of the Child sparked a revival of the program in 1994 (Derr, Chawla, and Mintzer 2018; Driskell 2002). Other key advocates have focused on children in urban areas including their perceptions, use, impacts, and participation in the urban environment with a specific focus on children in poor and marginalized communities (Bartlett et al. 1999; Chawla 2002a). While the research has either been commissioned by or has influenced UN agencies and policy, the uptake and understanding of mainstreaming children's participation remain rare. These texts along with other key authors that address barriers and attempt to create enabling environments to support children's participation (such as Driskell 2002; Freeman 2019; Derr, Chawla, and Mintzer 2018) are reliant upon decision makers and champions of children's participation driving an agenda to resource and mainstream children's participation.

In addition to the aforementioned research, UNICEF's CFCI offers a significant opportunity for achieving the post-2015 sustainable development agenda (Malone 2015). In particular, the use of the CFCI was proposed to enhance children's participation in "slum planning and redesign" (Malone 2015, 421) with a focus on "authentic and meaningful participation" recognizing children as critical agents for change (p. 420). Despite the policy calls for supporting vulnerable children's participation with the mantra "leave no child behind" (UN General Assembly 2002), the case studies in the literature did not focus on the most marginalized groups for primary data

collection, and they did not demonstrate any measurable impact on reducing children's vulnerability through the participatory interventions. This is not to say that there is no research in this area but rather an acknowledgment of the limitations of this literature review in seeking out specific research. There are recent projects focusing on children's participation in transforming vulnerable settlements. For example, Chatterjee (2015) demonstrates that a lack of children's involvement in two "slum" upgrades in India has resulted in urban spaces that do not meet the needs of children, potentially increasing their vulnerability. Muhati-Nyakundi (2019) demonstrates that children five to six years of age affected by HIV/AIDS and living in sub-Saharan Africa demonstrate an extraordinary ability to exercise agency and ingenuity in navigating extremely hazardous urban environments daily, yet the stress and heightened anxiety from navigating these harsh urban environments suggest a desperate need to understand their lived experiences in order to enact urban transformation and reduce vulnerability without reducing their strong sense of agency.

At a macro-level, the key decision makers who control the process and structures governing urban planning in vulnerable settings are identified in the literature collectively as governments; urban planning designers such as architects, engineers, and urban planners; NGOs; and researchers. Malone (2015) suggests that it is the microlevel that requires attention; it is at this microlevel where we can start to examine the underlying factors that cause individual decision makers to perpetuate a cycle of exclusion that increases children's vulnerability with the ultimate goal of transforming urban planning at a macro-level. Examining the institutional systems that decision makers and influencers are embedded in provides an avenue for further research and, in particular, to determine how a transformational approach could be developed in order to mainstream children's participation in urban planning in vulnerable settings.

The original research questions asked was the following: *What are the enablers and barriers to children's participation in urban planning in vulnerable communities and what further research is required in order to mainstream children's participation?* While our literature search was not exhaustive, our selection of eighty-seven relevant papers presented consistent themes of exclusion of children from urban planning processes. Our study identified that while there are a vast number of barriers and enablers in the form of structures and processes, the underlying causes of these are less understood and that these causes that underlie structural and procedural barriers can actually drive the perpetuation of social settings that exclude children. Key areas identified for further research are highlighted below that will provide greater understanding of the barriers and enablers to children's participation and determine how to develop a transformational approach for urban planning practices in vulnerable communities.

This article begins by discussing the policy environment that supports children's participation in urban planning and identifies that despite the supporting legislative and policy

environment, children's participation is still rare. The article then analyzes the results of a semisystematic literature review that determined there are extensive structural and procedural barriers to children's participation; however, addressing these barriers and enablers will not result in mainstreaming of children's participation in urban planning. While barriers and enablers to children's participation have been trialed and documented for over forty years, the continued lack of participation indicates a lack of will or incentive for transforming urban planning processes, suggesting that more needs to be understood about influential and decision-making roles in creating specific macro-conditions that support institutional exclusion of children.

We identified that primary research in the literature is situational specific, generally situated in a finite period, and inadequate for the most vulnerable communities. Even with a body of research that demonstrates the development of various methods, frameworks, and analyses of children's participation, there are considerable gaps when disaggregating categories of urban planning, children, and participation, oversimplifying the acts of participation to singular populations, domains, or projects. This oversimplification results in the exclusion of particular subsets of children, further marginalizing and increasing the vulnerability of these groups and ignoring the multitude of conflicts and uses children experience with each other, with adults and within the urban environment. Excluding the most vulnerable of scenarios misses the opportunity to understand the impact of participation on children's vulnerability in extreme situations such as postdisaster scenarios and temporary and informal settlements and ignores the perpetuation of the vulnerability of children through continued exclusion. Finally, our study highlights that children's participation is relegated to a one-way process of invitees into adult processes which, while good outcomes in the physical environment may still occur, the exclusion of children in participating in any part of the process itself leads to extremely poor outcomes.

Four key areas are identified for further research: (1) How does participation impact children's vulnerability in extreme situations; (2) What are the causes of barriers and enablers to children participating in urban planning in extreme settings; (3) What motivates individuals in influential decision-making roles to include children in participating, and what are the conditions they generate for successful and meaningful participation; and (4) How can children's participation be mainstreamed and result in a transformation of urban planning processes in vulnerable settings.

Children have little agency in urban planning processes, and when they exercise the little, they have it is interpreted as problematic, reinforcing their vulnerability in the urban environment. A lack of incentive ensures ongoing exclusion that reinforces vulnerability. Changing this paradigm requires a transformation of thinking and mindset to understand the nuances of children's experiences and the interpretation of their participation. Enacting this will require us to conceive of an urban environment that looks very different to what we currently have.


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Notes

1. Lofland (2006) defines "agency" as "how people construct, negotiate and manage their actions in various situations" (p. 166). For the purposes of this article, it refers to children's ability to take action within the structural and cultural constraints of urban planning processes.
2. Lofland (2006) provides a set of "instructions" for constructing social science research. These instructions focus on the interconnectedness of gathering, analyzing, and focusing data and includes a set of questions for data analysis that has been used to operationalize a critical realism lens for this article. Lofland (2006) calls these questions "eight basic questions" for scrutinizing data through understanding (1) type(s), (2) frequencies, (3) magnitudes, (4) structures, (5) processes, (6) causes, (7) consequences, and (8) agency (chap. 7). These questions have been used to disaggregate and analyze the data in the papers selected for the literature review. Table 2 provides further detail on how the questions were used for disaggregating the data. The instructions also include the "case comparative model" as a method for determining causal explanation by understanding both present and absent conditions for determining particular outcomes (2006, 158–61).
3. Critical realism provides an approach to examine causal conditions and mechanisms that lead to an exclusion of children. It connects structures with the enactment of power, recognizing that there is a choice not to exercise power and therefore there is the capacity to change outcomes by understanding the variable factors and causal groups or networks (Sayer 1999). Easton (2010) further identifies the application of critical realism across a broad range of disciplines noting that it resolves the tension between acknowledging that "reality is socially constructed but not entirely so" (Sayer 1999, 120), thereby providing a lens to examine the values that potentially cause the disconnect between legislation, policy, and practice in children's participation in urban planning.
4. Sayer's (1999) critical realist view of causation involves understanding the causal mechanisms that cause an event or effect and the conditions under which they have been activated. Using this model as a lens for analyzing the literature, structures are identified that impact urban planning, processes are the mechanisms of focus, and the analytical review of the literature seeks to understand the conditions that cause these structures and processes to work in a particular way that generates either inclusion or exclusion of children.
5. Scott (2014) highlights that institutions "constrain and regulate behavior," yet remind us that individuals are then responsible for interpreting and enacting on the principles and carriers of each

institutional pillar. Thornton (2012) reinforces the importance of social actors and their individual agency that results in contradictions within institutional orders and thus creating the opportunity for institutional transformation. Within the scope of this article, this understanding of institutions presents an opportunity to examine the deeper causes of the barriers and enablers presented in the literature to better understand the role of key individuals in reinforcing a cycle of exclusion of children in urban planning processes.

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Chapter 4 Factors shaping children's participation in urban planning processes for informal settlements revitalisation

4.0 Introduction

The paper in chapter 4 furthers the research areas identified in chapter 3 by responding to objective 3 'to identify factors that enable or hinder children's participation in urban planning processes for vulnerable settings and critically analyse the perpetuating causal factors'. This chapter presents a case study that identifies the barriers and enablers that shape children's participation in urban planning processes using the case study of Revitalising Informal Settlements and their Environments (RISE). The case study expands on the diversity of case study analyses in both vulnerable settings and types of urban planning with its focus on informal settlements and water infrastructure revitalisation and has been selected due to its inclusion of community participation in the program. This case study is presented as explanatory research, rather than future-oriented research to first understand what is happening and why. This informs later chapters 5 and 6 that have a more future-oriented aim to develop recommendations how to do things better.

RISE is a research program that is trialling a new water sensitive approach to water and sanitation upgrades in informal settlements. The program includes randomized control trials across 12 informal settlements in Fiji and 12 in Indonesia. The aim of the program is to expand the approach worldwide to improve the lives of people living in informal settlements and in particular, the health of children under the age of 5 (Leder et al, 2021). For the purposes of this study, the State of Fiji has been selected due its status as a vulnerable small island state facing multiple hazards such as sea-level rise, ocean acidification, increased flood and vector-borne diseases, and increasing unsustainable urbanisation (Government of the Republic of Fiji et al., 2017). It currently ranks 14th on the World Risk Index behind a number of other small island States that could benefit from this research (Aleksandrova et al., 2021). While the Indonesian component of RISE also presented an opportunity for inclusion in this research, the status of the project at the time of data collection proved to be prohibitive due to time constraints and resource capability.

The RISE program covers an expansive breadth of urban planning processes from land tenure to specific project design and implementation, with longer-term issues of maintenance and governance. The program has funded participatory components such as co-design with a commitment to enabling meaningful participation of marginalised groups such as children. Extraction of health samples from children under 5 and data collection on the wellbeing of children of all ages also formed part of the program of RISE. This presented a unique opportunity to examine children's participation across a range of urban planning areas and determine whether barriers and enablers vary across different aspects of the program.

The focus of the research is on the staff and supporters of RISE who consciously and unconsciously make decisions that result in the inclusion or exclusion of children participating in different aspects of the program. Semi-structured interviews were conducted with 32 RISE staff and supporters such as government agencies. The data was used to categorise the types of participation that occurred and to identify the individual, organisational and societal factors that influenced children's participation in RISE. The paper utilises Thornton et al's (2012) institutional logics perspective as a framework to develop an in-depth exploration of the causal behaviours that impact children's participation in the program.

The outcomes of this paper further knowledge in the areas of types of participation as well as outlining the underlying individual, organisational and societal factors that influence children's participation. This creates a foundation for delivering a pathway towards mainstreaming children's participation which is examined in the final two thesis chapters. In chapter 5, I use the findings in chapter 4 to determine the institutional logics that dominate in the selected case study, and how these logics are impacting the ability to generate support for children's participation within the context of broader societal factors. The findings in chapter 4 also indicated potential pathways for creating change towards mainstreaming children's participation in urban planning which is explored further in chapter 6 and draws on additional data extracted from the case study presented in chapter 5.

Due to the nature and volume of the data collected in the semi-structured interviews for this study, not all data is reported on in this paper where it is beyond the scope of the paper. The paper presented in chapter 6 accesses some of this additional data.

The paper included in this chapter has been submitted to the Q1 journal *Children's Geographies* and is currently undergoing blind peer review. Page numbers have not as yet been allocated for this publication so submitted page numbers have been included.

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4.1 Paper 3 'They'll be the ones that's looking after it' - Unravelling institutional factors that shape children's participation in urban planning for informal settlements

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'They'll be the ones that's looking after it' - Unravelling institutional factors that shape children's participation in urban planning for informal settlements

Abstract

Sustainable Development Goal target 11.3 calls for 'inclusive and sustainable urbanization and capacities for participatory, integrated and sustainable human settlement planning and management in all countries', yet children are systematically excluded from decision-making in urban planning structures, particularly in vulnerable settings. This case study examines the factors that shape children's participation in urban planning processes for the revitalisation of water infrastructure in the Revitalising Informal Settlements and their Environments (RISE) program in Suva, Fiji. This study aims to answer the research question 'What factors are shaping the participation of children in informal settlement revitalisation in Suva, Fiji and how?'. The study utilises a qualitative case study to investigate the factors that underpin and reinforce structural, political, and economic systems of children's exclusion. Qualitative interviews were conducted with 32 RISE staff and supporters to examine the individual, organisational and societal factors that shape children's participation in the revitalisation of water infrastructure across 12 informal settlements. First, a typology of children's participation is identified using Pells' (2010) definitions of children's participation as a foundation. Thornton et al's (2012) institutional logics is then used as a conceptual lens to develop a children's participation logic for RISE. The findings contribute to discourse on children's participation in the context of urban planning in informal settlements and critically examines the barriers that perpetuate exclusion of children from these processes.

Keywords

Sustainable development, SDG11, children's participation, urban planning, informal settlements, institutional logics, participation typology, public participation, water infrastructure, planning policy

Introduction

Children continue to be excluded from participating in urban planning decision-making processes due to adult practices, attitudes, legal, socio-economic constraints, the political environment and cultural factors to their detriment (UN Committee on the Rights of the Child (CRC), 2009, UN General Assembly, 2017b). Of particular concern to the United Nations is the impact of compounding crises that further marginalise vulnerable populations, such as those living in settlements most susceptible to disasters, people living in urban low-income and informal settlements, and small island developing States (UN Secretary General, 2021). As children are identified as the most vulnerable population group whose health and wellbeing is

particularly impacted by their urban environment, understanding the barriers to mainstreaming their participation in urban planning processes for vulnerable settings is critical.

There are a number of international legal and policy frameworks that are particularly relevant in this context. Article 12 of the Convention on the Rights of the Child is particularly important for this research due to its focus on children's participation in all matters affecting them and has been ratified by all countries except the United States of America (United Nations, 2021), entering all other States into a legally binding treaty supporting the individual human rights of children. (UN General Assembly, 1989). The mechanism for hearing and taking children's views into account is predominantly conceived through a participation lens where children have the opportunity to develop relationships with decision-makers and shape outcomes (UN Committee on the Rights of the Child (CRC), 2009, UN General Assembly, 2002). In 2019 the United Nations General Assembly passed a resolution to gear up for a decade of action to achieve the Sustainable Development Goals, reinforcing the necessity for realising children's rights and supporting their empowerment and their role as activists for creating a better world by arguing for the removal of all barriers to their participation (UN General Assembly, 2019). The Sustainable Development Goal 11 (SDG11) 'Make cities and human settlements inclusive, safe, resilient and sustainable' makes several references to children and includes target 11.3 which calls for 'inclusive and sustainable urbanization and capacities for participatory, integrated and sustainable human settlement planning and management in all countries' (UN General Assembly, 2017a). The New Urban Agenda reinforces the need for children's participation in urban and territorial development (UN General Assembly, 2016, Cl.148).

This study aims to answer the research question 'What factors are shaping the participation of children in informal settlement revitalisation in Suva, Fiji and how?' by investigating the factors that underpin and reinforce structural, political, and economic systems of children's exclusion. This is done by examining a case study on children's participation in a vulnerable setting, where urban planning processes are occurring. The Revitalising Informal Settlements and their Environments program (RISE) is led by the Monash Sustainable Development Institute and is trialling codesigned, water-sensitive and site-specific water and sanitation infrastructure across 12 informal settlements in Fiji and Indonesia through a randomised control study (RISE, 2017b)⁴. RISE is responding to multiple crises of poor health of children, low-income stress, and water-related hazards. This study focuses on the Fiji settlements using qualitative research methods to interview

⁴ RISE is an action-research program. The program is underpinned by the discipline of 'Planetary Health' and has developed a randomised-control-trial for developing localised, water-sensitive approaches to revitalising informal settlements. The program is working with communities, governments, local leaders and partner institutions using a co-design inclusive approach across 24 informal settlements in Suva, Fiji and Makassar, Indonesia RISE. 2017b. *Revitalising Informal Settlements and their Environments* [Online]. Available: <https://www.rise-program.org/> [Accessed 2021]. For the purposes of this study, the Suva, Fiji settlements in RISE were selected for researching children's participation.

decision-makers in the program to identify the factors that impact children's participation. Interviewees' understanding of children's participation is first developed into a typology of participation using Pells' (2010) definitions as a foundation. These factors are then analysed using Thornton et al's (2012) institutional logics framework to better understand what shapes the conscious and sub-conscious behaviours of individual actions and how.

Background

1.1 What is 'participation'?

The United Nations Committee on the Rights of the Child (2009) states that 'participation' has become the accepted term to conceptualise Article 12 of the Convention on the Rights of the Child: 'The Right of the Child to be Heard'. It defines children's participation as expressing their views for consideration in decision-making, policy- and law-making through ongoing exchange in all relevant contexts of their lives (UN Committee on the Rights of the Child (CRC), 2009). The definition is broad and implementation problematic.

Mason and Bolzan et al (2009) note that the concept of participation itself, particularly a rights-based approach to participation, can be construed as informed by 'Western liberalist' values which is potentially incompatible with, or even disruptive to, social orders in different cultural contexts. Malone and Hartung (2010) further critique the language of participation as a narrow concept that sits within an adult-centred and driven structure that has failed to cascade into influencing decision-making. They argue that the field of children's participation is dominated by empirical examples without a clear understanding of the purpose and the subsequent implications. They note that this has led to a proliferation of formally constructed, adult-initiated, manuals of practical tools, limiting children's ability to participate in an authentic manner perpetuated through exploitative formal processes (Malone & Hartung, 2010). Ultimately, they call for theorising of children's environments in a manner where the system itself changes to include "all the possibilities of children's participation" (Malone & Hartung, 2010, p.36).

A framework that has "relentlessly" dominated discourse and action on child participation across many disciplines (Malone & Hartung, 2010) is Roger Hart's 'ladder of children's participation'. The ladder was originally developed to support the implementation of the Convention on the Rights of the Child (Hart, 1997). Hart's (1997) ladder of children's participation introduces a hierarchy of participation from 'manipulation' at the bottom of the ladder through tiered principles to 'child initiated, shared decisions with adults' at the top. Hart himself has stepped back from this framework, arguing that its original purpose was to stimulate thinking and that the use of it in practice has neglected the complex and often ambiguous reality of participation (Hart, 2008). Hart (2008) notes that the ladder has inadvertently developed into a hierarchical evaluative model of participation based on 'Western' theories of childhood, forcing children into participating at levels of power that aren't necessarily personally or culturally supported. Criticisms

notwithstanding, the popularity of the ladder has not, however, resulted in mainstreaming of children's participation. As a result of these concerns Malone and Hartung (2010) highlight the need for research into how and why children participate and the implications of their participation, particularly within the context of localised culture as highlighted by Mason and Bolzan et al (2009).

Within this context Pells (2010), has researched how children themselves identify with the right to participation. Pells' (2010) research examined how the participatory principles of Article 12 have been operationalised within three non-governmental organisations (NGOs) in Rwanda, the barriers to youth participation and children's perspective of participation. Pells (2010) notes that children identify their right to participate even when this is contradictory to their cultural and social systems, and that their view of participation differs to that of adults. Pells (2010) offers a definition of participation created by children which frames participation as either 'performed', developed from children perceiving formal activities that are 'extraordinary to their daily lives', or as 'lived' relating to participation as ongoing, embedded in daily lives and manifesting as supportive relationships. While the study noted that 'performed participation' still had value, children advocated for 'lived participation' (Pells, 2010).

While the study in this article focuses on adult subjects, Pells' (2010) definitions of children's participation have been used and expanded upon to capture participatory experiences that may be valued by children but not recognised by adults. This is essential for ensuring that this research does not contribute to the perpetuation of types of participation that may be viewed by children as exploitative and burdensome and to contribute to a greater understanding of the breadth of children's participation.

1.2 Conceptual framework: Institutional logics

The above discussion suggests a need to comprehensively explore the processes and structures involved in children participation. This study mobilises Thornton et al's (2012) institutional logics framework in response to this need as an appropriate conceptual lens, and as a way of analysing the dynamics within those structures and processes to understand what is going on with children's participation. Institutional logics theory has been recognised to be particularly useful for understanding structural and procedural barriers and enablers shaping individual and organisational behaviour at micro- (individual), meso- (organisational) and macro- (societal) levels (Thornton et al., 2012).

The institutional logics framework has been used to examine influences on a number of professional fields and sectors and is more commonly used to determine changes to sectors over a historical timeframe such as historical analyses of the architecture, publishing and accounting sectors (Thornton et al., 2005) and the Australian urban water sector (Fuenfschilling and Truffer, 2014). Reay and Jones (2016) further legitimise using institutional logics in their methods for qualitative techniques for capturing logics through an inductive approach where qualitative interviews are categorised into patterns or sets of behaviours that align with

single or multiple logics. Reay and Jones (2016) usefully reference examples that grapple with multiple logics and transformative processes, which align with the aims of this study in both capturing the existing logics and determining opportunities for transforming emerging logics to better support participation.

Winstanley et al (2016) demonstrate the potential for developing an institutional logics approach through their work researching a specific logic on participatory decision-making by examining drivers and barriers to individuals "doing democracy". This study draws on a similar approach and adds an additional step using causation coding to determine the validity of identified dominant logics. Similarly, Saldana (2016) suggests that to identify causality, it is necessary to look for clues beyond a linear cause and effect approach by looking for clues embedded in the data narratives through a deductive process. The method employed here draws on these insights by adopting a recursive approach to causal mapping by going back and forth between institutional concepts, emerging insights and ideas about causality from the analysis and the raw data from interviews.

2. METHODS

To understand the factors that shaping the participation of children in informal settlement revitalisation in Suva, Fiji and how, I have selected a qualitative case study approach.

2.1 Selection of case study

This project focuses on the Revitalising Informal Settlements and their Environments (RISE) program as a case study. This project has been selected as it formally involves children's participation and a diverse range of urban planning processes, and it fulfils the UN's definition of a vulnerable setting, involving a small island state at risk of inundation due to the changing climate, informal settlements, high rates of poverty, and high disaster risk (Government of Fiji et al., 2017). Research in this region is also extremely limited. The RISE project is led by the Monash Sustainable Development Institute and is a randomised control research trial focused on health, environment, water and sanitation with impacts measured through monitoring of health and environmental outcomes. It is a complex project involving multiple organisations and funding partners which provides the opportunity for examining diverse perspectives. Its focus on codesign for the infrastructure design and the extraction of health and environmental samples in the field, all include some form of children's participation, either planned or unplanned. The program includes urban planning processes such as negotiation and formalising of land tenure, population, and site health analysis, codesign workshops, construction and management planning drawing on a diverse range of disciplines including microbiology, ecology, population health, landscape architecture, architecture, construction, engineering, project management, water, sanitation and hygiene (WASH) and gender, and relies on the participation of all community members in different aspects of the program.

2.2 Data sources

A total of 32 interviews were conducted across RISE including 15 staff based in Fiji, 12 based in Australia and 5 based in USA with a gender split of 18 female and 14 male participants who consented as per the approved ethics process. Snowballing sampling was used in the interview process until a point of saturation was reached where no new relevant information was being presented (Bryman, 2012), and a broad cross-section of researchers and staff were selected from the program that represented the diversity of teams and program countries. Participants included the following disciplines and roles: RISE researchers, staff and public authority staff in the disciplines of design fields (such as engineering, landscape architecture, WASH), construction fields (including project management), public water authorities, ecology and environment, public health, health economics and gender studies.

2.3 Data analysis

Data analysis required an initial separation of the data into types of participation and identification of the factors that impacted on whether participation occurred and their impact on the types of participation that occurred. These two areas are described in more detail in sections 2.3.1 and 2.3.2.

2.3.1 Characterising participation

Determining the factors that impact children's participation in RISE first required the identification of whether children participated in any part of RISE, and how they participated which resulted in eight different types of children's participation, including when participation did not occur. While the study does not evaluate the quality of children's participation, identifying how they participate is critical for understanding the impact factors have on deciding to include or exclude children in different aspects of the urban planning process, the extent and frequency to which it occurred and whether children's participation is embedded in any aspects of RISE or with individuals. Participation types are categorised against Pells' terms 'lived' and 'performed' participation. Types are identified as sub-categories that are determined by the beneficial nature of the types of participation through interviewees' explanations of what has occurred. The types of participation categories are as follows:

- 1) Children as participants (children are subjects, participants, citizens, experts, agents)
 - a) 'Performed' participation
 - i) Extractive processes (e.g., Children viewed as objects of research and data such as health samples are taken from children)
 - ii) Mutualistic processes (e.g., Children viewed as an interest group and workshops educate children as well as extract information from them)
 - iii) Agentic processes (e.g., Children viewed as experts and agents and children have control over the format of a workshop)

- b) 'Lived' participation
 - i) Extractive processes (e.g., Children look after the safety of RISE members with no obvious personal benefit)
 - ii) Mutualistic processes (e.g., Children help RISE staff where staff require help in a mutually beneficial exchange)
 - iii) Agentic processes (e.g., Children help RISE staff to collect field samples where staff do not require and have not asked for help)
- 2) Children did not participate (children did not participate, children viewed as objects, exposure pathways, disease indicator/biological sentinels, sample, targets)
 - i) Extractive processes (e.g., Parents or adults participate on behalf of children)
 - ii) Agentic processes (e.g., Children refuse to have health samples taken)

2.3.2 Developing a children's participation in RISE logic

The process for determining the factors that shape children's participation in RISE commenced with codifying the entire pool of interview transcripts into 1614 text fragments against the research question 'What factors are shaping the participation of children in informal settlement urban planning processes and how?'. The resulting fragments were then categorised into the factors that impacted participation. This resulted in 205 factors that impacted participation.

Thornton et al's (2012) institutional logics framework has been adapted and used as a qualitative analytical lens to align factors with institutional characteristics. Dominant characteristics were determined followed by the impact they had on children's participation. The final step resulted in the classification of RISE into a children's participation logic recognising that within other areas of RISE, different logics may be influencing behaviours and decisions. Appendix 1 shows the original institutional framework that outlines the institutional logics or institutions of societies framework. The additional characteristic of informal control mechanisms has been included from Thornton et al's (2005) expanded framework. The resulting participation logic can be found in section 3.3 and is outlined as follows.

Column 1 outlines the characteristics or institutional carriers that represent the symbolic systems, tools, rituals, motivations, sense of self, activities and artifacts or objects that shape individuals' and organisations' behaviour (Thornton et al., 2012, Scott, 2014, Thornton et al., 2005).

Column 2 identifies the dominant institutional domain of each characteristic, noting that the logic with the strongest influence and impact on children's participation is singled out for the purposes of how RISE as an institution operates at a high level towards children's participation. An inductive approach was used to align factors and individual responses against each of the institutional categories and dominant logics determined through numbers and gaps. The use of numbers in this qualitative study simply demonstrates areas of

dominance, complexity and volume of thought processes and which institutional characteristics of RISE have the most significant impact on children's participation.

Column 3 identifies whether the resulting behaviour from the institutional orders and characteristics supported children's participation, or whether there were contradictory factors. Under the heading of main actors, multiple participatory behaviours are identified. This reflects the mixed logics within teams, and also the tension between team and individual logics.

An example of a contradictory factor can be understood through the example of interviewee #25 who consistently iterated that RISE was not the place for children's participation or part of their role, but their actions resulted in children participating:

"I'm not sure if RISE is the platform for it [children's participation]".

The interviewee responses were listed as contradictory as they engaged with children through 'lived agentic' activities as per below:

"I noticed there were lots of kids and they were very interested in what we were doing and why we were there...and they were all kind of crowded around to see what I was doing, and they were really interested and engaged in that".

Interviewee #21 further identified activities where they observed interviewee #25 involving children in their work. This example demonstrates that while interviewee #25 did not see their role as having a participatory component, they enabled children to participate so this is listed as a contradictory factor.

3. Results

3.1 Summary of results

In summary, the participatory logics of RISE are emerging into a mixed institutional logic, reflective of the diversity of professional disciplines, communities and settlements, and wide-ranging objectives in a large complex project. Overall, the state logic dominates children's participation in RISE with corporation logic of secondary dominance. The state logic tended to support participation while the corporation logic did not support participation. Other institutional logics also impacted positively and negatively on children's participation, however to a lesser degree.

While the results demonstrate that participation has occurred in various forms, the understanding of what participation could be, the purpose and the method for implementing a participatory approach is inconsistent and misunderstood. While RISE as a whole appears as a dominant set of participatory logics, the analysis of individual interviews demonstrated a multitude of tensions between competing logics and both internal and external factors. The desire to serve the participating communities in some form, however,

presents as a potential willingness to explore individuals' roles in embedding children's participation into RISE in some form.

3.2 How do children participate in RISE Fiji?

Children's participation varied across the teams in RISE both in a 'performed' capacity such as in workshops or health data extraction, and in a 'lived' capacity where participation occurred within daily life experiences based on Pells' definitions (2010). To understand how children were participating across RISE I asked for examples of how children are participating in RISE and whether children were participating in the participant's work. Participants identified a range of ways that children participated, and where children did not participate.

The sections 3.1.1 and 3.1.2 follow Pells' definitions of 'performed' and 'lived'. Bolded terms are the sub-categories determined by this study.

3.2.1 *Performed participation*

Participatory 'codesign' workshops were held to ensure members of households could understand and contribute to the development of the infrastructure. They were generally conducted by the teams tasked with designing and building infrastructure with support from the local water authority. Children's participation varied considerably across the settlements but generally took the form of **mutualistic** processes where children participated in some workshops to support community education such as follows:

"We have to get the kids more involved because we want them to be able to go home and explain to their parents what they mean" – interviewee #6

In an example of **agentic** participation, children changed the format of a workshop which RISE staff allowed despite time restrictions:

"We allowed them just to have that space and share their thoughts on the RISE system" – interviewee #5 explained while unplanned, they allowed children to extend a workshop.

The success of RISE will be measured predominantly on the health and wellbeing of children under five years of age (RISE, 2017b). This resulted in children participating in an **extractive** manner through collecting health samples directly from children. Interviewees expressed both empathy with children and recognition that obtaining samples from distressed participants was detrimental to the program such as the following statement:

"It's just really important because folks have definitely refused to participate in an entire study based on whether or not a blood draw went well or if they perceived that it went well or perceived that it went poorly."
– interviewee #31

The decisions to include children in performed participatory activities were generally premised on the idea that participation is designed to extract data or ensure the success of the RISE interventions. The activities children participated in was dependent on whether children were identified upfront as essential in the planning phase of activities. How individuals viewed children's role in these performed activities also impacted their direct interactions with children in those performed processes.

3.2.2 Lived participation

Less understood or acknowledged as a form of participation were the examples of lived participation, mostly occurring as a direct result of children enacting their agency and RISE staff responding. In an example of **extractive** lived participation, children looked after the safety of RISE officers without obvious benefit to themselves:

"I've had probably a 14-year-old, the fellow who asked - I actually asked him, 'Can you just walk me back to the bus stop?'" – interviewee #9 describing their fear of walking unattended through the settlements and asking for support from a child resident

In an example of **mutualistic** lived participation, interviewee #6 described how children identified a gap and offered to help RISE officers, offering their services as language translators which gave them a voluntary work opportunity:

"One of the youth from the community put their hand up and said, 'Oh, I wouldn't mind translating in Indo-Fijian', so in Hindi. None of the RISE staff spoke Hindi, so it was really good that the youth were putting their hands up for that." – interviewee #6. While this service was well received, interviewees expressed that in future the preference would be to find an external translator.

In an example of **agentic** lived participation, children sought out RISE officers, demanding to participate or have their voices heard. Interviewee #9 in particular identified a number of instances where children exercised both their agency and their capability as demonstrated in the following example:

"She...told me not to chop the mangroves down because what she learnt in school was that the mangroves stopped the waves coming in. She told me that...Then I had to justify - assure her that we were not going to be chopping mangroves." – interviewee #9 in this situation found themselves initially dismissing the child.

The 'lived' experiences identified in the RISE study challenge our understanding of participatory processes. The enabling responses from RISE staff and supporters opened up opportunities for mutually beneficial conversations or activities. Examples include RISE staff and supporters informally taking on the role of mentor and engaging in discussions about future career planning. These interactions also increased trust in the communities and support for the RISE intervention. A number of interviewees also identified possible

approaches to overcoming issues of non-attendance by engaging in lived participation opportunities such as sharing food, which was identified as a strong Fijian cultural practice.

3.2.3 No participation

The final category of participation is when children did not participate in parts of RISE.

In some of these cases, data was **extracted** from parents or caregivers. The following interviewee indicated that a clear decision was made for adults to participate on behalf of their children in different aspects of RISE.

"We've made the decision to go a parent proxy or caregiver proxy...the caregiver or the mother is usually the best person to talk to about that [health of children under 5]" - interviewee #16 describing why they chose to exclude children.

In the category of no participation children exhibited elements of **agentic** non-participation.

"Most of the children are scared when they see the needle, they try to run away or ask their mum not to participate." – interviewee #10 describing children enacting their agency by refusing to participate.

Generally, the responses to children not participating were due to a planned approach to the extraction of data in the most efficient manner with beliefs that adults were able to provide what was needed. Other key factors included cultural factors such as the status of children in societal hierarchies, competing time constraints or children simply unwilling or unable to participate. There were some cases that demonstrated there had been limited to no discussion on the inclusion of children.

3.3 Institutional logics and impacts on children's participation

This section presents the institutional analysis of children's participation in RISE Fiji.

Table 2: RISE Fiji Children's Participation Logic

CHARACTERISTIC	RISE PRIMARY INSTITUTIONAL LOGIC (secondary logics shown in (). If no secondary logic noted, this indicates that there was a clear dominant logic)	SUPPORTS CHILD PARTICIPATION Y/N/Contradictory
Root metaphor	*ST - State as redistribution mechanism (COM – Community common boundary)	Y (Y)
Mission	ST – Redistribution mechanism i.e. Create change through successful intervention - future outlook	C

Sources of legitimacy	ST - Democratic participation (PR – Personal expertise)	Y (Y)
Sources of authority	CO - Top management (FA – Patriarchal domination COM – Commitment to community values and ideology)	N (N) (Y)
Sources of identity	PR – Association with quality of craft (CO - Bureaucratic roles)	Y N
Basis of norms	ST - Citizen membership, Children are citizens in RISE communities - individual understandings of what this means	Y
Basis of attention	ST - Status of interest group - recognition that children are an interest group with individual and team understandings of what this means (FA – Status in household)	Y (N)
Basis of strategy	ST - General desire to increase community good with differing beliefs in how to achieve this (COM – increase status and honor of members and practices)	Y (Y)
Informal Control Mechanisms	CO - Organisation culture - mechanisms vary according to sub-organisations of RISE	C
Formal control mechanisms/Practices (types and forms of participation)	CO – Board of management authority overseeing formal systems of co-design, taking of samples, extractive 'performed' participatory processes etc. (ST – Enforcement of legislation/regulative processes)	C (N)
Main actors	RISE researchers, staff, and public authority staff in the disciplines of design fields (such as engineering, landscape architecture, WASH), construction fields (including project management), public water authorities, ecology and	Y/N/C (variable across teams)

	environment, public health, health economics and gender studies	
Economic system	CO - Managerial capitalism - role and impact of management structures have a strong bearing on participatory practices (COM – cooperative capitalism – cultural impact of shared practices)	N (Y)
Funding	CO/ST - Global foundation, bank (corporation), INGOs, governments, universities	C

*Logic abbreviations: FA =Family, COM = Community, ST = State, PR = Profession, CO = Corporation

This section demonstrates how the overall logics were determined through the dominant characteristics identified in the interviews. Characteristics are highlighted in **bold** for easy reference back to the table and follow the order listed in the table.

The **root metaphor** or narrative of RISE articulated by interviewees is that of a redistribution mechanism for funding and research. RISE's **mission** is to deliver a research-based approach underpinned by the discipline of 'planetary health', through a 'localised water-sensitive approach to revitalising informal settlements' (RISE, 2017b). The following interviewee expressed their understanding of the **mission** impacting across these levels either highlighting specifically impacted population groups through to higher level areas of impact:

"We are not just trying to change the environment because we think it would be nice to change the environment. We are making the argument that there is a connection between environment and health and that is going to go through to the children. I see this as something that is, kind of, central to our whole rationale, our whole storyline." – interview #28

Sources of legitimacy align with the state domain where individuals and teams recognised children as democratic participants. Thornton et al (2012) restricts their definition of community to the boundaries of specific interpersonal relationships or specific group membership. Where interviewees demonstrated a care for all including children, the factors they identified were aligned with a state logic (see Appendix 1).

Interviewee #26 articulated the role of children as recognised citizens in the program:

"We're recognising that a community is made up of children and adults, and our whole approach, I think, is - spans that spectrum".

The structure of the RISE program is largely aligned with a corporate logic, with a hierarchical management structure as the **key source of authority** and bureaucratic roles as interviewees' **source of identity**. Some interviewees indicated that only tasks directly aligned with their roles were conducted. This largely resulted in children's participation being restricted to those roles that were directly responsible activities where children's participation was explicit.

"Obviously because my role in RISE is across program, I'm not the one leading those activities" – interviewee #24 demonstrated a strong belief in children's participation, yet this did not translate into action because of their role.

Views on interviewees' **source of authority** were conflicted. The following statement demonstrated leadership was influential, however it did not translate into mainstreamed participation:

"We're thankful that we have a good boss who really emphasize our children's participation in our community." – interviewee #4 describing the influence of their manager for encouraging children's participation.

Interviewees' **source of identity** was strongly connected to profession logic characteristic associated with the quality of their craft, sometimes contradicting interviewees' identification with their role. The profession logic manifested as equating quality with success of the intervention necessitating a participatory approach.

Interviewee #20 noted that:

"And we need to make sure that we do hear from everyone, so that we don't have someone at the end coming back and saying, 'actually, you've made my life harder, because you've put a septic tank where I used to access the mosque, or the church, and now I can't walk that way.'" And to me, success is that we don't have anyone feel like that."

For many interviewees, their **basis of norms** and **basis of attention** recognised children as key participants of RISE with a focus on their status within RISE.

"In a cultural setting we are so mindful of the future, of the village, of the future of the community, that is why we try to upskill these children, upskill their knowledge and build their capacity because they are the future of the communities, they are the future of their village." – interviewee #8 demonstrating the importance of children's participation as future caretakers.

A general **basis of strategy** demonstrated a genuine desire to increase community good and a recognition that children are members of the communities. The following interviewees demonstrated their commitment to improving community health and wellbeing:

"So just the little that we can do for these communities I think is what drives us in this project, especially to help children. Or help those that are a very young age as they grow up." – interviewee #4 described their strategy for improving conditions for children.

Informal and formal control mechanisms included workshops, processes for extracting samples, ethics processes, training, budgeting, and policies. Generally, these systems were either narrow and specific in their focus, seen as restrictive, or poorly understood. The following interviewee described their reluctance to engage with children in any form due to the strict protocols in place:

"There's no direct interaction with them. It's because of the policies that are in place." – interviewee #13.

Participatory elements such as 'co-design' were identified in the funding application to the Wellcome Trust and translated into RISE objectives⁵. However, this didn't automatically result in children's participation:

"The funders – and I've been having this conversation a lot lately it feels like, because funders expect stakeholder engagement, but they don't actually – they don't allow for time or funding or resources, capacity." – interviewee #32 described their frustration at limited resourcing from funding bodies.

Perhaps the greatest impact on children's participation in workshops, however, was that children were simply not explicitly invited.

"When we initially sent out the invite and informed communities, we had encouraged the participation of heads of households. And I guess that's what the community had stuck with when coming to the workshops, that it was only meant for adults" – interviewee #5

⁵ The RISE objectives as listed in the 2017 Annual Activity Report include:

“Objective 1 ‘design and engagement: implementation of the WSC [water-sensitive cities] revitalisation of urban informal settlements through co-design processes, reflecting community aspirations and site contexts’; Objective 2 ‘ecology and environment: environmental monitoring will determine the impact of the intervention on the prevalence and density of microbial communities and faecal pathogens, biodiversity, and vector abundance;

Objective 3 ‘human health: a crucial hypothesis is that the environmental benefits of the intervention are accompanied by health improvements. The impact of the altered environment on the health of residents is being assessed, prioritising biological evaluation of gastrointestinal health of children under five years of age;

Objective 4 ‘well-being: the physical environment is a significant structural determinant of well-being. Changes to this environment can affect how people live, how they feel about themselves and their lives, and how safe they feel. It can affect an individual's capacity for paid work and to feel part of a community. Objective 4 will monitor the effects of the intervention on individual and community well-being; and

Objective 5 Policy and investment: Objective 5 will integrate evidence and outcomes from across RISE to facilitate the widespread adoption of a WSC approach to revitalisation of informal settlements. The aim is to facilitate transferability of program lessons learned and outcomes to end users, including government, NGOs, communities, professionals and the private sector who shape urban development and water management decisions and practices.” - RISE (2017a). Laying Foundations, RISE Annual Activity Report 2017. RISE.

In summary, the categories within a state order generally translated into the occurrence of children's participation with corporate logics hindering participation. There was a recognition that children are critical citizens in the RISE program, and as the program progresses and the value of children's participation emerges, there is a genuine recognition and desire to increase children's participation.

3.3.3 Impact of other institutional logics

Market and religion logics barely rated as impacting participation. Market logics were noted as a transactional **root metaphor** or a **basis of strategy** to increase efficiency, both of which negatively impacted participation. References to religious impact were negligible. Community, profession, and family logics had some bearing on children's participation in RISE.

The characteristics in community logic that supported participation were apparent when interviewees' **source of authority** and their **basis of attention** was focused on their personal investment in the group, and they believed in an **economic system** of cooperative capitalism demonstrated by interviewee #7's comments:

"We are committed and invested in communities... Fijians, we are communal people. Everything is shared, so it's like a muscle memory; we don't think about sharing... I think it's engrained. It's engrained in our being, in our culture, to share. So, there are always people who are sharing, we pride in - our wealth is in our sharing."
– interviewee #7

Where community and state logics worked together, children's participation was strongest in RISE, however there was a continued tension with corporate logic characteristics of **sources of authority, informal and formal control mechanisms** such as organisational practices.

Family logics sometimes overrode other logics and resulted in children not participating due to characteristics of patriarchal domination as the **source of authority** and the **basis of attention** on children's status within the household. Family logics of patriarchal domination and the status of children in the household varied across the 12 settlements and between different ethnic groups. While this was considered a key barrier, there was also a belief that this could be overcome if the purposes of children's participation were communicated well.

4. Discussion

4.1 How do institutional logics impact children's participation in RISE?

The results demonstrate that the factors that impact children's participation are more complex than general causes outlined in the UN documents. The institutional logics model provides a deconstructed view of the structures and processes that influence children's participation in RISE. They demonstrate not only the cascading impact of individual characteristics within the logics model, but also the powerful impact

individuals can have on the inclusion or exclusion of children regardless of the dominant logics of the organisations they work in. This is supported by Thornton et al's (2012, p.179) assertion that individuals can draw on multiple and competing institutional orders.

Strong personal motivations demonstrated the complexity of institutional logics at play, and the way individuals perceive children. Generally, children's participation was perceived by participants to be a resource-intensive, formally constructed approach to extracting data, however there were numerous examples of children participating as a result of their own direct intervention into the program, enabled by individuals. The acceptance of children's agency was largely dependent on individual alignment with particular institutional logics, and the value of their agency was only partly recognised. Children's agency was further strengthened when a team shared a focus on all interest groups including children. Holloway et al (2019) support these assertions by suggesting that children's ability to enact their agency is interdependent on their social environment.

Interviewees expressed assumptions as to how children's participation could be better supported, however the logics model demonstrates that individual institutional characteristics are inadequate on their own for engendering an embedded culture of children's participation. For instance, the development of a RISE participatory toolkit and framework may go some way towards embedding participation which may act as an informal control mechanism. However, a number of authors identify tools on their own are insufficient for embedding children's participation and should be part of a suite of transformative interventions (Cele and Van Der Burgt, 2015, Nordström and Wales, 2019, Freeman and Aitken-Rose, 2005).

RISE is evolving as a program and the institutional logics of RISE are still emerging. Thornton et al (2012) suggest that this type of instability actually supports the opportunity for transformation. They suggest that change can occur through altering existing theories, frames and narratives to influence strengthening of existing practices and creating new vocabularies of practice and behaviours (Thornton et al., 2012, p.161). This research study can help determine how RISE strengthens children's participation going forward. This will involve determining what types of participation RISE will support, what impact they hope to achieve through participation and for whom, and their level of commitment for transformative change.

4.2 Implications for contextually and place-specific practices for children's participation

The development of a typology for children's participation forces urban planners to examine their motivations for including or excluding children and expands understanding of participation. The results demonstrate that children's participation is misunderstood, adult-led and generally extractive in nature even when well-intentioned and mutualistic. The research study was limited as it did not capture the views of children. This hinders our ability to understand the value and impact of participatory processes on children, types of participation that the study may have missed, and types of participation preferred by children that

did not occur. This research study also did not capture the views of household adults responsible for children such as parents which limits our understanding of the level of control household adults have over children's participation.

The United Nations Committee on the Rights of the Child defines children's participation as either 'tokenistic' or 'meaningful', cautioning States against the dangers of 'tokenistic' efforts (UN Committee on the Rights of the Child (CRC), 2009). While the damage of poor participatory activities is real (Mansfield et al., 2021), the judgement of what constitutes meaningful processes is at risk of being determined by adults, irrespective of place- and cultural-specific conditions. Labelling participation as 'tokenistic' or 'meaningful' also presupposes a 'performed' series of activities designed to extract information from children (Malone and Hartung, 2010; Pells, 2010). The downside of such an approach is the inference that time and resources need to be factored into projects as separate items that can then be influenced, and that the participatory process itself is a finite series of events. Liebel and Saadi (2009) further comment that viewing children's participation through the lens of different cultures, can also be understood through children's contribution to their community via the undertaking of economic, political and social tasks. This assertion was supported by the references to children's role in Fijian culture, which varied between settlements, serving as a reminder that children cannot be treated as a homogenous group when planning participatory approaches.

Place- and cultural-specific issues require a rethink of approaches to participation based on the localised understanding of participation, social and cultural impacts of children's participation, and the burden on communities to participate in activities outside their normal routines. This suggests that a greater upfront understanding of locally specific activities, may present opportunities to join in existing activities, rather than developing separate, extra activities that present a burden in already stretched communities (Derr & Tarantini, 2016).

Perhaps the most important challenge is to better understand how to be invited into and meet children safely in their domain to engage in lived participation. In this way children can exercise their agency in a protected, supportive, culturally, and socially receptive environment. Some individuals appear to do this naturally yet without understanding their impact. These individuals may have the potential to support embedding a culture of participation in organisations as an ally, supported by Matthews' and Limb's (1999) assertion that allies are the way for children to gain entry into adults' world.

The identification of a typology of participation is an important step towards understanding participation, how it impacts children and how urban planners may perceive their own role when conducting participatory approaches. The typology questions the role of an urban planner as a receiver of information pertaining to their project or process. It serves as a reminder that their very presence has impact with potential long-term benefits such as influencing career aspirations of participating children. Understanding participation through

a cultural and local lens is critical for determining appropriate methods and learning how children already participate within their social, cultural, and familial settings. The added burden of performed participatory activities runs the risk of further exclusion of children and can impact important social systems. While the institutional logics model provides some guidance on how children's participation may be improved or embedded within an organization, urban planners need to understand the local external and social logics to ensure participation is meaningful and does not work against local systems.

4.3 Implications for urban planning fields working in informal settlements

This study provides guidance for transforming urban planning individuals, organisations and discipline behaviours, practices, and the resource environment through a shifting of institutional logics to support children's participation in urban planning processes in informal settlements. It also demonstrates that participation is likely to be ad hoc unless it is embedded through institutional logics that recognize children as active, willing, and capable citizens in their settlements. Thornton et al (2005, 2012) demonstrate that conflict and contradictions provide the environment to mobilise resources and develop institutional change at the field level.

This study also serves as a cautionary warning. It is critical that urban planners understand local socio-cultural practices, hierarchies, and beliefs before embarking on a child-participatory process, not only for successful processes to occur, but also to ensure that no harm is done to participating communities. Ultimately the success of mainstreaming children's participation in urban planning processes for informal settlements is reliant on taking this research a step further to understand the cultural systems that the institutional logics sit within. This requires deep commitment from urban planners to address the logics that perpetuate a culture of children's exclusion.

5. Conclusion

This study provides valuable lessons for urban planners working in informal settlements. Urban planners have a responsibility to ensure that policy and planning processes are participatory to improve living conditions in settlements and successfully deliver on SDG target 11.3. This study set out to answer the research question 'What factors are shaping the participation of children in informal settlement revitalisation in Suva, Fiji and how?'. There are two key dimensions arising from this study. First, the results demonstrated that limited understanding of the purpose and types of participation was a key factor that impacted how and whether participation occurred and in what parts of RISE. Secondly, the institutional logics model demonstrates that there is a myriad of complex, intertwined factors that sit at societal, organizational, and individual levels that often contradict each other and perpetuate exclusionary practices.

While the institutional logics model helps in understanding the complexity of the barriers and enablers, challenges remain. The logics model does not sit in isolation but is influenced by and linked to societal and

external logics, theories, frames, narratives, vocabularies of practice, resource environments and practice, all of which contribute to the broader culture of children's participation. These other aspects need to be understood before determining conclusive action for developing an embedded culture of children's participation in any urban planning processes in informal settlements.

Ultimately the research demonstrates that the United Nations' call to address high-level barriers to children's participation requires urban planners to develop a more nuanced approach to embed a culture of children's participation in urban planning in informal settlements.

Declaration of interests

None

Disclaimer

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Appendix 1

Thornton et al's Revised Interinstitutional System Ideal Types (Thornton et al., 2012)

Y-Axis:	X-Axis: Institutional Orders						
Categories	Family 1	Community 2	Religion 3	State 4	Market 5	Profession 6	Corporation 7
Root Metaphor 1	Family as firm	Common boundary	Temple as bank	State as redistribution mechanism	Transaction	Profession as relational network	Corporation as hierarchy
Sources of Legitimacy 2	Unconditional loyalty	Unity of will Belief in trust & reciprocity	Importance of faith & sacredness in economy & society	Democratic participation	Share price	Personal expertise	Market position of firm
Sources of Authority 3	Patriarchal domination	Commitment to community values & ideology	Priesthood charisma	Bureaucratic domination	Shareholder activism	Professional association	Board of directors Top management
Sources of Identity 4	Family reputation	Emotional connection Ego-satisfaction & reputation	Association with deities	Social & economic class	Faceless	Association with quality of craft Personal reputation	Bureaucratic roles
Basis of Norms 5	Membership in household	Group membership	Membership in congregation	Citizenship in nation	Self-interest	Membership in guild & association	Employment in firm
Basis of Attention 6	Status in household	Personal investment in group	Relation to supernatural	Status of interest group	Status in market	Status in profession	Status in hierarchy
Basis of Strategy 7	Increase family honor	Increase status & honor of members & practices	Increase religious symbolism of natural events	Increase community good	Increase efficiency profit	Increase personal reputation	Increase size & diversification of firm
Informal Control Mechanisms 8	Family politics	Visibility of actions	Worship of calling	Backroom politics	Industry analysts	Celebrity professionals	Organization culture
Economic System 9	Family capitalism	Cooperative capitalism	Occidental capitalism	Welfare capitalism	Market capitalism	Personal capitalism	Managerial capitalism

Chapter 5 Generating institutional support for children's participation in urban projects in internally displaced people (IDP) and refugee settlements

5.0 Introduction

Chapter 4 demonstrated that the factors that shape children's participation in urban planning processes for vulnerable settings are complex and deeply entrenched in individual, organizational and societal systems. Chapter 5 builds on this institutional knowledge by responding to objective 4 'to identify how barriers to children's participation in urban planning processes for vulnerable settings can be overcome'. The chapter seeks to answer this by determining potential pathways for mainstreaming children's participation in these processes by examining the work of an organization that has achieved some success in influencing change and has mainstreamed children's participation in urban projects in its own organizational practices.

The paper in chapter 5 examines the specific conditions, actions and behaviours that have influenced support for children's participation in refugee and internally displaced people's settlements. The analysis seeks to understand how specific conditions have influenced institutional change to support children's participation. This study is framed by Thornton et al's (2012) institutional logics analytical framework in order to test learning from chapter 4 for developing recommendations towards mainstreaming children's participation in urban planning processes for vulnerable settings. The research is furthered by then using Thornton et al's (2012) cultural emergence model to determine the specific components that create a change towards mainstreaming of children's participation in those contexts.

The work of Artolution has been selected as a case study to expand on the types of vulnerable settings and population groups by focusing on internally displaced people (IDP) and refugee camps where children make up nearly half the population (UNHCR, 2021). The organisation's public artwork supports the components of urban planning for realising economic, social, cultural and environmental goals through the development of participatory, livelihoods development (UN-Habitat, 2015), through training adult artists to create public art in public spaces that reinforces health messaging, improves feelings of safety and creates feelings of pride in the urban environment of refugee settlements. People who had engaged or supported Artolution's work in some capacity were invited to participate in this study by Artolution senior staff. Participants chose to opt-in to the study resulting in eight individual participants involved in securing and supporting Artolution's work in refugee and IDP settlements in Uganda, Bangladesh, Jordan and Colombia. Due to the political

nature of the settlements and safety concerns, participants requested that specific settlements were kept anonymous when referring to specific comments.

This chapter provides a potential path forward for creating institutional transformation and sets up the focus on a proposed specific intervention in chapter 6. The paper included in this chapter has been subject to peer review and the abstract has been accepted for publishing and is currently under review as a book chapter in the Routledge book *The Routledge Handbook of the Built Environments of Diverse Childhoods*. Page numbers have not as yet been allocated for this publication so submitted page numbers have been included.

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Chapter 5 Generating institutional support for children's participation in urban projects in internally displaced people (IDP) and refugee settlements

5.1 Paper 4 '*We want this to happen again and again and again*' - Mainstreaming children's participation in urban projects in internally displaced person (IDP) and refugee settlements

Mansfield, R. (expected 2023). "We want this to happen again and again and again" - Mainstreaming children's participation in urban projects in internally displaced person (IDP) and refugee settlements In *The Routledge Handbook of the Built Environments of Diverse Childhoods*. Currently under review.

'We want this to happen again and again and again' - Mainstreaming children's participation in urban projects in internally displaced person (IDP) and refugee settlements

Abstract

There is a legal and policy environment which demands children's participation in matters affecting them however this is not mainstreamed. There is a reasonable amount of literature focusing on children's participation in urban planning, and the profound positive impact this has on children's health and quality of life. However, the practice remains rare with limited planning translating into implementation, little understanding of children's capacity to transform the urban environment and very little information on children's participation in urban planning processes in the most vulnerable settings. Research demonstrates there are considerable challenges that lead to the exclusion of children and that mainstreaming children's participation in urban planning processes in vulnerable settings such as refugee and internally displaced people (IDP) camps and settlements is virtually non-existent. This chapter examines the specific conditions that have influenced institutional change to support children's participation through the examination of a unique case study of the organisation Artolution, that works in internally displaced person (IDP) and refugee settlements. It will do this by utilising Thornton et al's (2012) cultural emergence model as a lens to analyse the data and interpret the findings. Thornton et al (2012) define institutional culture as 'systems of meaning and as systems of practice', evolving into culture through their connection with institutional logics. Earlier research has indicated that it is this combination of institutional systems, meaning and practices that have impacted on children's participation (Mansfield et al., 2021). Hence this case study uses the model to explore the organisation's approach to generating support for children's participation in its work and what components of its approach have been successful. This provides a foundation from which to determine the extent of mainstreaming that has occurred, gaps that may be impacting the ability to mainstream, recommendations for scaling up and transferability of the approach for other organisations responsible for urban planning processes in IDP and refugee settlements.

Introduction

In 2021, 84 million people were estimated to have been forcibly displaced worldwide and living as internally displaced people (IDP), refugees and asylum-seekers (UNHCR, 2021). Of these, 35 million are estimated to be children under the age of 18 with estimates of 290,000-340,000 born as refugees each year (UNHCR, 2021). The World Bank estimates that half of refugees worldwide spend more than 5 years in exile (Devictor, 2019), with the UNHCR noting that refugees may live in refugee

camps for decades (UNHCR, 2022). Sustainable development goal target 11.3 calls for 'participatory, integrated and sustainable human settlement planning and management in all countries (UN General Assembly, 2015). The UNHCR recognises that children and youth have the potential to make important contributions to solving problems that affect them and their communities and yet they are frequently overlooked as participants (UNHCR, 2018). The humanitarian community has generally committed to implementing 'accountability to affected people' frameworks to ensure that people can participate in decisions affecting them (UNHCR, 2020). However, participation in decisions regarding settlement planning in what is considered to be a temporary built environment is not commonplace (Aburamadan et al., 2020; Stevenson & Sutton, 2011). While UN documents provide a high-level identification of barriers to children's participation (UN Committee on the Rights of the Child (CRC), 2009), how to overcome these barriers and embed children's participation in urban planning processes for vulnerable settings is less understood. This chapter seeks to contribute by identifying actions and behaviours that mainstream children's participation into organisations that support, fund or implement urban planning projects in IDP or refugee settlements. The chapter does this by answering the research question 'how has children's participation been mainstreamed in urban planning processes for vulnerable settings and what are the recommendations for transferability and scaling up'?

The United Nations Human Settlement Program (2015, p.2) defines the term 'urban (and territorial) planning' "as a decision-making process aimed at realizing economic, social, cultural and environmental goals through the development of spatial visions, strategies and plans and the application of a set of policy principles, tools, institutional and participatory mechanisms and regulatory procedures'. In particular, it advocates for participatory planning for public spaces, and notes that public spaces such as streets should be safe, of good quality, and that the specific needs of children should be equitable in the design of urban spaces (United Nations Human Settlement Program, 2015).

In this small-scale, exploratory study in a field not well understood, an organisation is examined as a unique case study whose pioneering work is developing into a new field that supports children's participation in urban planning processes in IDP and refugee settlements. Yin (2009) justifies the use of a single 'unique' or 'extreme' case as an appropriate research design where a particular situation is uncommon. Gray (2003) further posits that the use of a unique case study can reveal the complexity of cultural processes and structures. The organisation Artolution, delivers participatory public art projects that generate livelihoods for adult refugees, includes children's participation throughout the development of the projects and supports public health outcomes in refugee and IDP camps and settlements in Uganda, Jordan, Bangladesh and Colombia. This case study has been

selected as a sub-category of urban planning, specifically in the realisation of economic, cultural, environmental, and social goals through the development of public, cultural, urban projects and programs that create sustainable employment opportunities and social connections. The organisation has been selected based on its track record of children's participation in projects in vulnerable settings where children's participation is extremely rare, presenting the opportunity to understand how the organisation has been successful in generating support for these types of projects. In this context, the case study is used to explore the organisation's approach to generating support for children's participation in its work and what components of its approach have been successful. This use of the model provides a foundation from which to determine the extent of mainstreaming that has occurred, gaps that may be impacting the ability to mainstream, recommendations for scaling up and transferability of the approach for other organisations responsible for urban planning processes in IDP and refugee settlements.

To answer the research question and provide theoretical recommendations requires an intimate understanding of the individual, organisational and societal factors that impact on creating and institutionalising a new field. Thornton et al's (2012) institutional logics frameworks provide tools for understanding what is currently occurring, what is having impact, gaps in the approach and for operationalising recommendations for scaling up and transferability. Thornton and Ocasio (1999) define institutional logics as "the socially constructed, historical patterns of cultural symbols and material practices, assumptions, values, and beliefs by which individuals produce and reproduce their material subsistence, organize time and space, and provide meaning to their daily activity" (p.804). A key example of a dominant institutional logic in this research is with the organisation's alignment with a community logic, broadly understood as interpersonal and specific commonality relationships, driven by personal investment in and belonging to a group with a commitment to community values (Thornton et al, 2012). Field-level logics refer broadly to a discipline or industry that is "shaped by, but distinct from, the interinstitutional system" (Thornton et al., 2012, p.148). For instance, Thornton et al's (2005) historical study of the field of architecture, demonstrates tensions between the influences of professional logics aligned with personal reputation, prestige and a focus on design, colliding with the evolution of large architecture firms that are centred on corporate or market-based logics focused on efficiency, resolving challenges and increasing the scale of architectural firms. The culture of the architecture field has emerged based on a series of compounding components that evolve into a culture that impacts how the field of architecture operates. This focus on a field's culture allows for a systematic breakdown of the specific components that influence and create a field, which in this unique case study, is still emerging with varying levels of success. The cultural emergence of a particular type of field-level institutional logics

is dependent on the creation of and variations in practices (Thornton et al., 2012) and is examined here to understand how the field of children's participation in urban planning processes in vulnerable settings could be mainstreamed. Thornton et al's (2012, p.151) cultural emergence model of field-level institutional logics illustrates the components, processes and concepts that impact the cultural construction of field-level logics. This model has been used as a lens to analyse the data and interpret the findings to understand the impact of individuals and Artolution in generating support for Artolution projects. It is then used to develop recommendations for organisations' pathways towards mainstreaming children's participation in fields responsible for a range of urban planning processes in IDP and refugee settlements.

A further critical component related to the cultural emergence model is the role of individuals in generating a new field. Thornton et al (2012) note that when institutions are unstable, for instance, a new and emerging field, this creates opportunities for entrepreneurs to exploit contradictions and 'further their interests' (p.162). Thornton et al (2012) identify two key types of entrepreneurs: cultural entrepreneurs use storytelling, framing and categorisation to facilitate comprehension and justify their actions, while institutional entrepreneurs gain resources by exploiting contradictions and by challenging existing institutions (p.176-7). Thornton et al (2012) demonstrate the powerful impact of an individual through their case studies of cultural and institutional entrepreneurs who successfully transformed individual-societal systems in the fields of retail, academia and publishing.

While the cultural emergence model of field-level logics is generally used to understand changes in a field using historical context, in this case study I have used the approach to observe the development of a new field-level logic and determine the theoretical factors that might then institutionalise this new logic resulting in a mainstreamed new field. This model demonstrates how the relationships between materials and symbolic representations develop into a particular logic linguistically such as through narratives, theories and frames that influence how individual actors make sense of what is happening and how they ultimately translate into practice. Both Thornton et al's cultural emergence model of field-level logics and definitions of cultural and institutional entrepreneurs are used to analyse the data in this case study.

The organisation Artolution, is used as a case study to examine individuals who either work for or provide support for Artolution projects either financially or permissively, or as advocates who guide and generate more resources to support the work and have had varying levels of success in generating support from others for Artolution projects. For the purposes of this case study, eight individuals were interviewed using semi-structured qualitative interviews. A thematic analysis of the interview data was conducted against the research question and then Thornton et al's (2012)

cultural emergence of field-level institutional logics model used as a lens to analyse the data and interpret the findings, first by identifying text fragments that methods for generating support, and then text fragments that identified successful impact. Thornton et al's cultural emergence of field-level institutional logics model was then used to identify the components, concepts and processes of the model currently being utilised, what impact this is having on generating support and how the model can be used by organisations to mainstream children's participation in organisations responsible for urban planning processes in vulnerable settings.

First the chapter considers what techniques the organisation is using to generate support. Secondly it presents the techniques that have successfully resulted in support. Last, it presents recommendations for scaling up and transferability to other organisations for the purposes of mainstreaming children's participation in urban planning processes for vulnerable settings.

Background

Artolution is a non-profit organisation based in the USA, who identifies, trains, and supports teams of local artists to generate arts programming and projects in crisis-affected communities. Their mission is to strengthen, support and connect communities and to use art as a tool for social transformation. While children's participation is central to many of Artolution's projects, the mainstreaming of this participation as a driver has evolved based on a collision of the mutual personal interests and previous projects of the organisation's founders. The founders' strong belief in the inclusion of children has further evolved as the organisation has grown, more staff have joined the organisation contributing and expanding the types of child participatory projects and there is increased recognition of the life-changing impact of children's participation in their projects on social cohesion and healing after trauma. Artolution's community-based public, urban art programming focuses on reconciliation, reducing social marginalisation, healing from trauma and spreading positive public health and environmental messaging. This is achieved through interventions on the built environment in the form of murals, sculptures and public performances. Artolution's projects and programs run worldwide, however this study focuses on its work in IDP and refugee settlements and camps in Bangladesh, Uganda, Jordan and Colombia.

Artolution is a relatively new organisation whose culture is still emerging. Strategies, particularly as they pertain to generating support are not yet embedded. This provides the opportunity to examine the emerging culture and the methods that are being tested to generate support for mainstreaming the work, and the barriers and successes they have had in generating support. To conduct work in these complex contexts Artolution requires support in the form of political entities, government approvals and funding, family and community approval and participation, funding and approvals

from corporations such as humanitarian international non-government organisations (INGOs), approvals and access from informal and formal groups who run the camps.

Artolution presents a unique offering for humanitarian planning and activities in IDP and refugee settlements. Aburamadan et al (2020) note that a reframing of designing refugee camps should acknowledge the residents as key actors in the design and development of these settlements, recognising their social and cultural lives. Rigid methods for developing these settlements and with a focus on temporary shelter however, limits opportunities for generating social ties and cultural practices through interventions on the built environment. This creates the greatest barrier to generating support for Artolution's projects as it positions their offering as superfluous to organisations who provide shelter needs. Generating support for these projects then requires a deeply nuanced approach that demonstrates a value-added offering that supports the goals of the relevant organisations. Artolution's activities similarly are largely unfamiliar to residents of the camps and settlements, presenting potentially risky scenarios that require a focus on building trust and incorporating cultural practices. While Artolution is a relatively young organisation with evolving institutional logics, the logics of organisations and residents of refugee settlements are likely to be deeply embedded. It is through examination of Artolution's emerging culture that processes, activities and behaviours that generate support from these rigid structures may best be understood to embed both children's participation and the implementation of Artolution's activities in IDP and refugee camps.

Techniques Artolution uses for generating support and embedding / institutionalising children's participation

Using components from Thornton et al's (2012) cultural emergence model, Figure 1 demonstrates behaviours, processes and activities that Artolution currently undertake to generate support for their work and the components that have influenced support. Components of the model are discussed in the following sections and specific cultural emergence model components from Thornton et al's (2012) model marked in bold font. The diagram also highlights the role of cultural and institutional entrepreneurs in advocating for resources and driving for acceptance and approval to conduct the work. Each box is discussed under their respective headings.

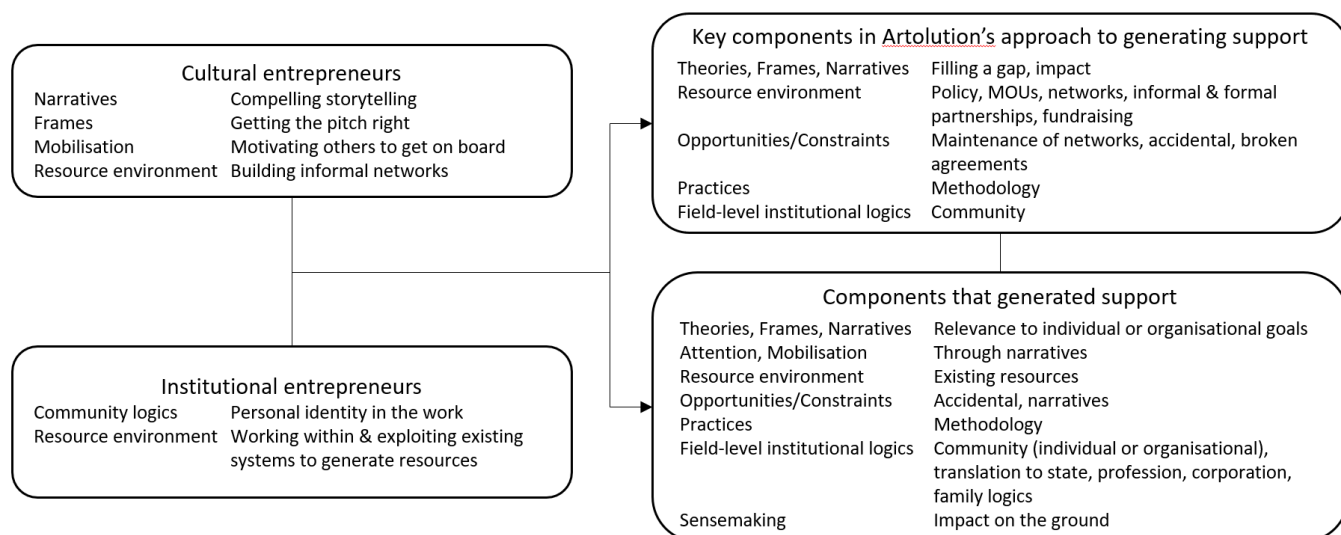


Fig 1. The methods used by Artolution to generate support and the components that enabled those actions to be influential. Adapted from Thornton et al's (2012) cultural emergence model.

The role of cultural and institutional entrepreneurs

The interview data demonstrated that there are key individuals associated with Artolution either as staff members or supporters who demonstrate an increased aptitude for innovating and creating change. Thornton et al label these individuals as 'entrepreneurs' (2021, p.110), describing **cultural entrepreneurs** as 'skilled cultural operators' (p.176) who are able to justify their interventions through methods such as storytelling, and **institutional entrepreneurs** who are skilled at generating resources by exploiting institutions (p.177). In this research, **institutional entrepreneurs** tended to work outside the organisation either as an advocate for Artolution or within other organisations or governments. Opportunities have become available as a result of this attention, however resource flows have generally been restricted by the limitations of the institutional entrepreneurs produced by informal networking. **Institutional entrepreneurs** have mainly focused on direct resource access through corporations or state agencies, with institutional entrepreneurs aligned with a state logic tending to use informal control mechanisms of informal politics to secure agreements and funding. Some institutional entrepreneurs that generated ongoing support were aligned with different logics to Artolution's overall logic profile but could see potential for Artolution to fulfil their institutional needs. However, without clear vocabularies of practice and alignment to political logics, the theories, frames and narratives presented issues when trying to secure resources, despite the adeptness of institutional entrepreneurs of navigating and exploiting their institutional field. This is illustrated in the following example where the interviewee described the efforts of an Artolution supporter, categorised in this research as an institutional entrepreneur, who advocated for funding

within their government. It took repeated discussions and advocacy for over a year to arrive at a point of support in principle, securing of funds and permission to develop projects.

"This guy ends up picking my brains, not once, but like 7 or 8 times...he had a vision far before meeting me, of thinking that like public art made by communities had value...so then what happened he advocated for a year and a half. A year and a half before they bit."

In this case the institutional entrepreneur appeared to be strongly aligned with a state logic heavily influenced by political interests while the background narratives were embedded in community logics.

Much of Artolution's support to date was generated through the sharing of strong narratives and frames through a distinctive delivery style of a key **cultural entrepreneur** that generated attention and mobilised supporters. **Theories, frames and narratives** refer to the symbolic representation of institutional logics, in this case predominantly community logics, providing sense, meaning, agency and guiding principles for mobilisation and practices. **Narratives, frames** and to a lesser extent **theories**, have been successful in capturing the attention of potential supporters. The enthusiasm of the delivery, repeated follow-up discussions and compelling images of the work have successfully generated enough interest to ensure ongoing engagement and support for small, isolated projects.

"[He] is brilliant at getting that kind of money because he comes in, he's sort of wild and crazy and engaging and they've got 5000 to spare on a project so they say, "Sure, nobody's come in like this before. Have this money. Have that money"."

Overall, reliance on entrepreneurs alone is not sustainable and has not resulted in fixed long-term partnerships that generate sizeable, budgeted programs and projects. There is also evidence that the motivations of entrepreneurs can dissipate.

Key components in Artolution's approach to generating support

Generating support to work outside the boundaries of accepted IDP and refugee settlement planning guidelines has resulted in Artolution searching for innovative methods to identify support opportunities and resource flows. Children's participation in Artolution's projects is generally embedded within its own organisation, however this was not accepted by all supporters of Artolution projects as noted by one interviewee:

"It's turned into almost exclusively children in a refugee context project. I'm almost disappointed in that, really, because I think there are so many other...at the time it wasn't limited to kids in refugee camps; it was art as a way of exploring issues in society and giving people agency to explore them."

This suggested that there is still some confusion in the **theorisation** of Artolution's work that needs clarification before solidifying the **theories, frames and narratives** that give meaning and sense to children's participatory role in the practices of Artolution. This also impacts potential support for Artolution's participatory practices given the vulnerability of children as a population group, and the need to develop protective practices around projects and programs involving children. This may further be a hindrance to generating support, particularly when visits to the settlements to observe the implementation of the projects both generates powerful impact and support, but also puts vulnerable populations at risk of exploitation and voyeurism.

Informal networking, a component of the **resource environment**, has resulted in the securing of influential board members, funding sources, contracted projects, memorandum of understandings, permission to conduct work in areas that are difficult to gain access to, and participation of population groups normally excluded from activities such as women and children. The process for securing support and resulting successes have been heavily influenced by cultural and institutional entrepreneurs.

Artolution is emerging as an organisation grounded in **field-level institutional logics** aligned with community logic. Community logics focus on the interpersonal connections between groups with a particular alignment with each other, in this case people who reside in refugee or IDP settlements, and specific population groups within those settlements such as children and adults with an interest in art. Artolution's success is reliant on community participation and support, and with a strong personal investment in the group by Artolution founders and personal supporters. Artolution's work has thus been presented to other organisations through a community logic lens when seeking support, regardless of the logic of the external organisation. When community logics have matched with the logics of the audience then Artolution were able to either secure work (such as with a community-based service organisation), or they received advocacy support from an individual whose personal logic aligned with community logics. These individuals tended to have a strong personal and emotional alignment to community systems and values, however this does not always reflect the logics of the organisation those individuals work within. The organisations who have the larger amounts of funding and opportunities for expanding the work such as governments or INGOs however, are generally more aligned with state or corporate logics, so Artolution have generally picked up smaller short-term projects.

When Artolution have tapped into different institutional logics that match their supporters' logics, they have gained success. For instance, gaining access to one of the refugee camps was successful by appealing to the family logic of a camp leader:

"The camp in charge...he didn't like what he was doing, but his daughter was really interested in art so [he] got his daughter onto one of the projects and then his daughter [harassed him] about wanting to be involved in the project, and so the camp in charge then decided that he liked it."

In another example an organisation commissioned some work based on the potential benefit to the broader community based on their strategy for increasing good in the broader community through a state logic:

"They did not only benefit the children themselves, but also the general community because for example, if someone is passing by, a glance at a painting would definitely communicate, even if someone is not there."

Components that successfully generated support

While the key components of the model that successfully generated support are somewhat aligned with Artolution's approach, figure 1 demonstrates that the way Artolution's input was received, sometimes varied with the intent, resulting in varying degrees of successful forms of support. For instance, while narratives and framing were generally presented through a community logic lens, the audience were able to translate the stories into a logic aligned to them as individuals or to their organisation, such as alignment with political goals or supporting donor-funded organisational narratives. There are several explanations that account for these differences.

First, the components that positively impacted support are more diverse than the input of the organisation. In these cases, the intent of the input was fortuitously misunderstood. For instance, one key opportunity emerged in a casual conversation where a service was offered as a joke. While the input was delivered as a fun, hypothetical opportunity, the framing of the proposal was received in a way that was relevant to the receiver which secured the work. In this case a simple fun narrative aligned with an existing resource and opportunity that resulted in securing a contract that then increased Artolution's resource base.

Another example involved a casual discussion about Artolution's work. While the original intent was specifically to share narratives, the listener formed meaning through **sensemaking** that informed the supporters' development of **theories** relevant to their work. In this example an Artolution staff member described the organisation's work to a government officer who could see a potential connection to public health outcomes:

"We paint murals, we do big, with the kids, where they're the ones painting it and we do all about the issues in their lives and we do these big murals." ... and the first thing he says... "Do you understand how deep the public health implications are of your work?""

What these discrepancies demonstrate, is an opportunity to develop a more strategic intent in generating support to ensure that the translation of theories, frames and narratives align with the overall approach to mainstreaming this work.

Gaps

Figure 2 illustrates the gaps in Artolution’s approach identified by examining their success in generating support against Thornton et al’s cultural emergence model which identifies additional areas that help to institutionalise a new field. This process involved examining the interview data to determine where there were gaps between Artolution’s input into generating support, what resulted in successful support, and gaps in achieving a mainstreaming of their work.

Gaps	
Societal & external logics	Reactive response
Theorisation/translation	Limited reach
Theorisation	Focused on community logic
Vocabularies of practice	Diverse or missing vocabularies of practice
Vocabulary use	Missing consistent vocabulary
Sensegiving/making	Lacking focus on creating sense
Reification	Focused on what organisation can deliver
Field-level institutional logics	Focused on community logics

Fig 2. Gaps identified using Thornton et al’s (2012) cultural emergence model

Societal and external logics have presented a key area of risk and constraint for Artolution projects. A change in political leader, pandemic restrictions, or a perceived national security threat associated with refugees have had immediate impacts on funding flows, approvals to conduct work or posed a potential risk to safety of staff and/or participants. This area of risk needs to be well understood.

Theorisation was also not demonstrated, however again there were clues provided by interviewees external to Artolution such as the theory that Artolution’s work can help serve national security interests:

“For Artolution, my main argument was...that keeping people focused constructively, and building a healthy community, ultimately serves the government’s national security interest better than building fences.”

The approach to dealing with **constraints** were generally viewed as barriers rather than as potential opportunities. One example demonstrated that barriers presenting as **constraints** can be developed into an opportunity when covid restrictions prevented field work:

"So in the middle of this lockdown and shutdown, we had these initiatives of organising some events. Like online-based events...and then we thought that since Artolution has been engaged in the art projects where children are the active participants, so why don't you talk to them to see whether there's any possibilities for us to be part of those projects."

Some components of Artolution's process appeared to be highly successful, for example cultural entrepreneurs bringing **attention** to the work through discussions, presentations, and tours of the work sites gained people's attention. The steps they took to get people further up the chain interested were less successful. This is apparent in the differences in level of support between those who see the impact and results on the ground, versus those higher up in a corporation that fail to engage, unless however, they visit the sites. This highlights that enabling **sensemaking** and **sensegiving** through witnessing on-site **practices** is more effective than delivering **theories, frames and narratives** in isolation, however caution is needed to restrain from exploitative practices that jeopardise the privacy and safety of participants.

A consistent thread of **vocabulary use** was not demonstrated in the interviews, but potential **vocabularies of practice** were captured that could be built upon to help develop framing including "peace promotion" and "public health". These were vocabularies that were identified by external supporters, suggesting that they were able to make relevant sense of the practices connected to their organisation's goals, and highlighting a potential area for development to enhance supporters' connections to the work such as fulfilling a mission of 'peace promotion':

"We will be happy to have a long-term partnership with them if the mandate matches with us that they also want to promote peace like us."

Overall, interview data was dominated by stories of the impact of individuals rather than embedded in structures and processes and an overall culture.

Implications for mainstreaming

Children's participation has been partially embedded into Artolution's work through strong frames and narratives underpinned by a theory that children's participation enhances social cohesion. As an organisation, interviewees generally demonstrated personal investment in vulnerable populations with a strong focus on equity and inclusion. This personal investment manifests as passion, commitment and drive, resulting in a building of the resource environment through networks, solidifying particular types of practices and a culture of developing cultural and institutional entrepreneurs. While children's participation appears to be strongly embedded within Artolution and with participating communities to date, there is still work to be done in getting external

organisations on board. This has implications for determining methods for scaling up and transferability to other organisations with the model providing possible solutions.

The cultural emergence of field-level institutional logics model was developed to illustrate 'the interplay of symbolic representation and material practices in the emergence of field-level logics (Thornton et al., 2012, p.149). In this study it has been used as a potential tool for increasing the influence of an organisation in embedding and gaining support and resources for child participatory urban planning projects in IDP and refugee settlements. A critical component of this approach lies with understanding the role of cultural and institutional entrepreneurs and ensuring that their skills are utilised to activate, create or transform existing logics. Thornton et al (2012) caution that while entrepreneurs shape narratives and vocabularies, they must reify or embed logic **categorisations** to form field-level logics. Thornton et al (2012) posit that **reification** is essential for culturally embedding the **field-level institutional logics** in the relevant actors. To achieve **reification**, organisations need to develop **narratives and framing** toward their offering being the "natural order of things" (the way of the future for instance) based on Thornton et al's (2012, p.160) assertion that **reification** occurs when external audiences perceive this as a natural order rather than by human intervention.

Generating children's participation in urban planning processes for vulnerable settings such as IDP and refugee camps is not conventional practice which requires the development of a new type of participatory logic that challenges rigid governance policies and standards. Delivering on this challenge requires organisations to demonstrate that this is a natural progression towards resolving more complex issues associated with human settlement planning by using agile and adapted **vocabularies of practice, theories, frames and narratives** to gain **attention**, communicate relevance and **mobilise** support from organisations and communities that align with corporate, market-based or political characterisations.

Ensuring that children's participation is understood to be relevant to potential supporters requires the development of language that connects children's participation back to the goals of targeted supporters. **Vocabularies of practice** create linkages and collective meaning. **Vocabularies of practice** direct focus and **attention**, build **sensemaking**, and are critical for **mobilising** action through generating common ground. For instance, on a global scale, humanitarian organisations have developed **vocabularies of practice** as they pertain to 'accountability to affected people (AAP)' (UNHCR, 2020). Another example stated in the United Nations resolution 'Transforming our world: The 2030 agenda for sustainable development', uses language that identifies children 'critical agents

of change' for a better world (UN General Assembly, 2015) and which is now used as a **vocabulary of practice** in a range of fields for achieving sustainable development.

Societal and external logics need to be well understood. This case study highlighted the immediate and conclusive impact that such logics can play. The opportunity here is to determine whether institutional and cultural entrepreneurs can take advantage of sudden changes or existing challenges impacting their work. The 2021 'Progress towards the sustainable development goals' identifies that the number of refugees worldwide in mid-2020 had reached a record high (UN Secretary General, 2021). External factors in 2020-2021 such as the coronavirus pandemic greatly impacted on the ability to provide external services to human settlements, presenting a major constraint to generating new or changed practices involving participation. However external factors can present unexpected opportunities such as digital transformation (UN Secretary General, 2021) that can be used to generate new methods for mainstreaming children's participation.

Theorisation publicly legitimises and justifies organisations. The theorisation of organisations' work connects theories, frames and narratives not only to the field-level logics, or characteristics, of the organisation, but also allows the organisation to present itself beyond its obvious scope. This allows for developing narratives, theories and frames drawing from a multitude of logics for engendering broader support when needed while concurrently embedding a stable organisational logic. For the purposes of this study, theorisation needs to focus on the implications of children's participation in urban planning processes in vulnerable settings for achieving the goals and missions of the governments, organisations or communities that are needed for support. As this case study illustrates, the implications extend beyond urban planning outcomes demonstrating that children's participation in urban planning processes can help to further seemingly disconnected interests.

Utilising institutional and cultural entrepreneurs

The founders of Artolution have perhaps instinctively recognised that individuals can play a key role in generating support. This has resulted in a heavy reliance on cultural and institutional entrepreneurs both within their organisation, and within other organisations or resident groups to generate the support they need to conduct their work, both in material resources and in permissions and access to settlements. Institutional and cultural entrepreneurs have been powerful at Artolution. However, this reliance on individuals has exposed the organisation to risks, particularly from the external environment. Their approach must be agile and adaptable to a suite of institutional logics to reduce reliance on continued entrepreneurship. Durand et al (2013, p.190) state that organisations should "tap into an institutional reservoir of logics as resources for action" to perpetuate the successes of entrepreneurs. This suggests that there is an opportunity to

strategically use diverse institutional logics to generate support, utilising the key techniques used by entrepreneurs and expanding beyond a community logic. The positioning of institutional and cultural entrepreneurs is best placed in a role that embeds the strategically developed cultural model, rather than the current focus of delivery of isolated components of the model. The skilled operators who fulfil these roles have a stronger chance of mainstreaming if equipped with clear vocabularies and stories that meet the institutional logics needs of different organisations and groups.

Recommendations for scaling up

In a context where participation of affected populations is limited at best, with children in particular excluded from key planning decisions for the design of IDP and refugee settlements, Artolution have enjoyed remarkable success to date. Sustainability of this work requires them to embed children's participation in their programs and projects not only internally, but also within the relevant external environment. This case study and the use of Thornton et al's (2012) model presents an opportunity to scale up and transfer the model to other organisations and projects looking to embed children's participation in their own work in the context of IDP and refugee settlements.

Learning from both Artolution's successes and gaps to mainstreaming children's participation in urban planning processes for vulnerable settings, figure 3 provides recommendations for organisations with a focus on urban planning in vulnerable settlements. These recommendations theoretically can be operationalised to mainstream the culture of children's participation in such organisations and generate behaviours and actions that should generate greater support from other organisations and actors. This level of focus generates the opportunity to understand and exploit the contradictions in institutional logics between organisations, external organisations and communities needed for securing ongoing support. The key areas to focus on are how to utilise an entrepreneurial approach and then embed a culture that can take advantage of contradictions, generate support and ultimately expand.

Institutional and cultural entrepreneurs serve an important role, particularly for unique and innovative activities that are considered superfluous to urban planning operations, and with a population group that continues to be excluded from such processes in all environments, regardless of the level of vulnerability of the general population (UN Committee on the Rights of the Child (CRC), 2009, Mansfield et al., 2021). Cultural and institutional entrepreneurs are skilled operators and in this case study, demonstrated a powerful and fearless commitment to driving a clear agenda in sometimes unsafe and volatile situations, even when the motivations between the individuals were not necessarily aligned.

The adapted cultural emergence model shown in figure 3 demonstrates that there are strong foundations for developing support for processes that support children's participation. The model also provides areas of opportunity to further develop an embedded culture to mainstream children's participation in a field that generally recognises children as recipients of humanitarian intervention rather than active participants.

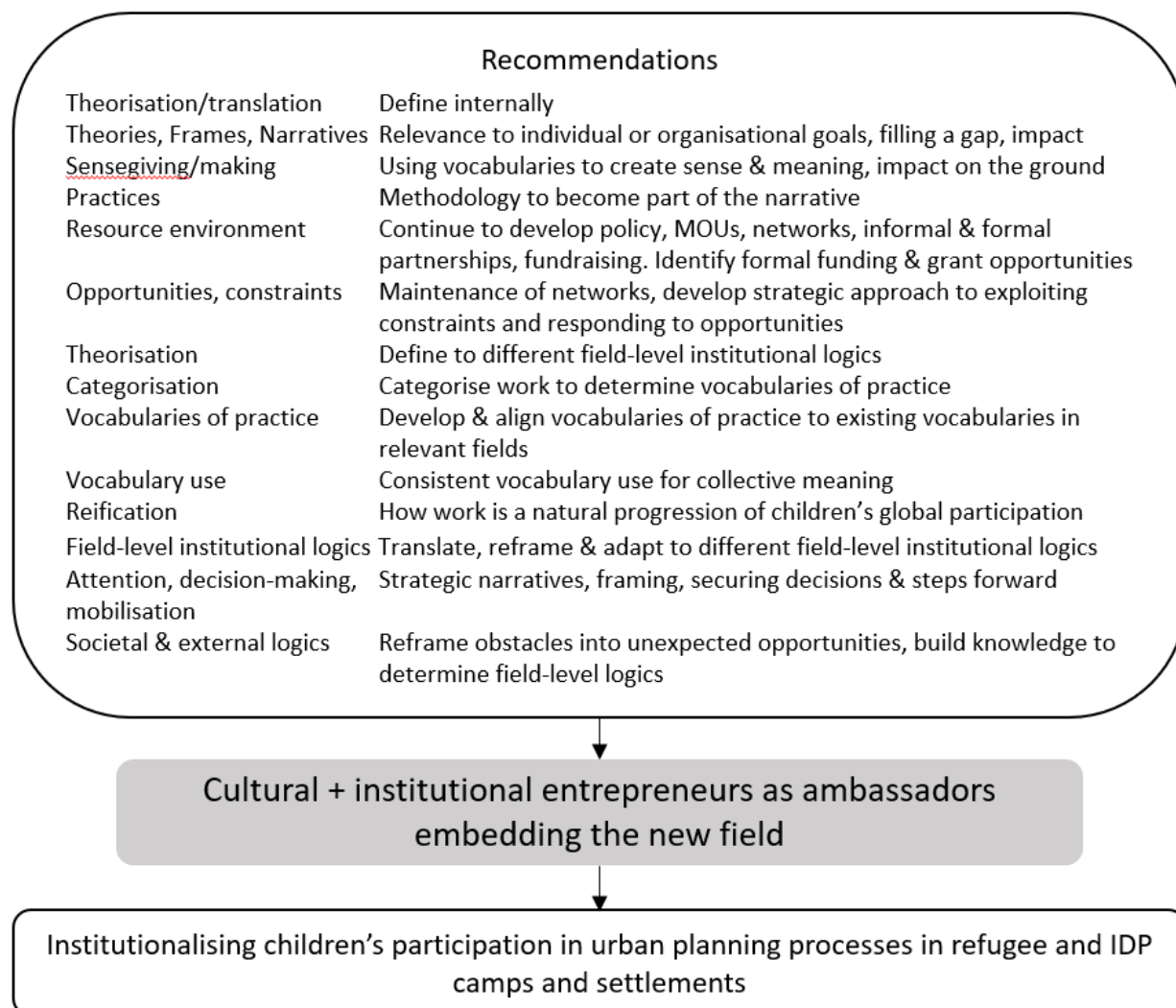


Fig 3. Recommendations for organisations with a focus on urban planning in IDP and refugee settlements, developed from case study data and adapted from Thornton et al's (2012) cultural emergence model

Conclusion

This study has implications for organisations that are currently or intending to embed children's participation in urban planning processes in the context of IDP and refugee camps. While the case study is context specific, the framework could theoretically be applied in other contexts.

This case study set out to understand how children's participation has been mainstreamed in urban planning processes for vulnerable settings and what are the implications for transferability/scaling up. First, it demonstrated the types of activities and behaviours that Artolution undertake in the process of generating support for their work and embedding a culture of children's participation in their projects with external organisations, governments and communities. Second, it highlights which aspects of Artolution's approach to generating support have had an impact both in successfully obtaining that support, and the gaps based on the cultural emergence model. Last, the methodological use of Thornton et al's (2012) cultural emergence of field-level institutional logics model has highlighted how this can be used as a transferable tool for other organisations responsible for urban planning processes in vulnerable settings to test in their endeavour to embed children's participation.

The approach, while applied to a real-world case study, remains theoretical in its current form. Further research is required to test this approach to determine if there is a positive change towards embedding children's participation in urban planning processes for vulnerable settings. This research should also build on other research associated with determining types of meaningful and safe participation to ensure that no harm is done to communities and in particular, to children.

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Chapter 6 Can children's participation inspire a new generation of urban planners?

6.0 Introduction

Chapters 4 and 5 identified specific factors that shape children's participation and influenced change that generated support. While the data suggested a complex cultural change is needed to mainstream children's participation in urban planning processes for vulnerable settings, the data indicated that education, and children's participation at an early age, influenced individuals' mindsets and commitment towards children's participation into adulthood. Chapter 6 builds on this data and provided a possible pathway for promoting change through planning education. This paper draws data from the case studies identified in chapters 4 and 5 to understand the impact formal education may have on mainstreaming children's participation in urban planning processes for vulnerable settings. It also identified the impact children's participation can have on career choices, and ultimately how adults who participated in urban processes as a child, may include children's participation in their own career. The locations of settlements for which respondents are responsible include Australia, Ecuador, Fiji, Bangladesh, Uganda, Colombia and United States of America representative of a range of different cultural backgrounds and ethnicities.

Authorship guidelines of the submitted work limited a detailed discussion of methods. Further information regarding methods is discussed as follows. Interview data from both the RISE case study and refugee and IDP settlements case study were coded specific to people's education history, children's participation as an aspect of their study, and the impact of their own participation as a child both on their career choice and how they now view and enact children's participation. The data was also coded to determine if interviewees' work is currently impacting children's perceptions of their future careers. Search terms included 'career', 'education', 'future', 'job', 'school', 'study', 'subjects', 'university'. The second step of analysis involved determining whether each of the statements indicated a direct influence on children's participation. The resulting codes were 'influenced by being taught or witnessing children's participation', 'influenced by own participation' and 'influences children's career aspirations'.

There are limitations with the scope of the paper however the results indicate that there is a direct link between learning about children's participation in a formal education setting, witnessing children's participation, participating as a child, and participation influencing future career choices that may then result in supporting children's participation. This is an area that warrants further research. This paper has been subject to peer review and has been accepted as a book chapter in the

Routledge book *The Routledge Handbook of the Built Environments of Diverse Childhoods* which aims to expand diversity in urban planning through enhancing awareness of children, youth and the greater public in urban planning education and career prospects.

6.1 Paper 5 Can children's participation inspire a new generation of urban planners?

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Can children's participation inspire a new generation of urban planners?

Abstract

Participatory processes may impact children's professional awareness and potential career choices. Including children from vulnerable settings in urban planning processes may also provide opportunities to encourage greater diversity of potential students into planning education. This chapter sits within a larger research study that examines qualitative interviews to understand the barriers to children's participation in urban planning processes for vulnerable settings. In some interviews, professionals in the urban planning field drew on their experiences as a child or student that has impacted their career paths or described their role in increasing awareness of urban planning disciplines through children's participation.

Keywords

child participation, urban planning, career paths, apprenticeship model, planning education

Introduction

Children's participation in urban planning processes is uncommon. Global policy supports their participation, recognizing that children have specific needs in the urban context and a right to participate in decisions affecting them. This position is articulated in Article 12 of the Convention on the Rights of the Child (UN General Assembly, 1989). The Sustainable Development Goal 11 Target 3 further supports children's participation in human settlement planning and management (United Nations, 2020). Recent literature reviews on the topic, however, demonstrate that children continue to be excluded from such processes for a range of reasons despite well documented positive and negative impacts of their participation or exclusion (Ataol et al., 2019; Mansfield et al., 2021). Numerous studies demonstrate a broad range of benefits in children's participation in urban planning; however, the impact participatory processes have on children's understanding of the urban planning field and subsequent career choices is poorly understood and under-researched in the urban planning field.

Children have a unique and generally closer connection to their physical environment than adults (Beckett & Shaffer, 2005; Chatterjee, 2005; Freeman, 2019; Sancar & Severcan, 2010; Spencer & Woolley, 2000). This makes them both experts in the urban environment while also vulnerable to poor planning decisions, with the impacts of poor planning resulting in health outcomes detrimental to the health and wellbeing of children worldwide, particularly in vulnerable settings, and a major contributor to premature deaths (Bartlett et al., 1999; Chawla, 2015; Ellis et al., 2015; Kylin & Stina,

2015; Oliver et al., 2011). Meaningful participation of children in these processes positively impacts urban planning outcomes and provides mutually beneficial opportunities to both planning experts and children (Chawla, 2002, 2015; Chawla & Heft, 2002; Hu & Wang, 2013; Malone, 2015; McKoy et al., 2015; Tsevereni, 2011). From a professional planning perspective, meaningful participation of children has the capacity to greatly improve planning outcomes that benefit the whole of communities (Derr & Kovács, 2017; Lúcio & l'Anson, 2015; Nordström & Wales, 2019). From children's perspectives, it exposes them to a lesser-known career path with the potential for them to carry these experiences into adulthood, and ultimately the prospect of entering the urban planning profession (McKoy et al., 2021). This, in turn, has a potentially greater chance of carrying the value of children's participation into a reiterative cycle in the urban planning educational and subsequent practitioner process (McKoy & Vincent, 2007). With concerns over the decline in enrollment and diversity in urban planning in North America (Palazzo et al., 2021), children's participation in urban planning processes may provide the opportunity to improve understanding of the profession and career aspirations for young people. Research into children's participation in urban planning processes, however, lacks a focus on examining the impact of children's participation on children's career choices, or the impact of planning education on supporting children's participation.

The impact of children's participation in urban planning

Literature on children's participation is dominated by studies that are project-specific and assigned to singular components of the projects (Mansfield et al., 2021). The key purpose of the research studies identified in Mansfield et al.'s literature review (2021) was generally to test participatory methods or to generate an outcome such as a design or an evaluation of a public space. General studies into the impact of children's participation tend to focus on built outcomes, social behavior, and with some discussion centering on the impact on children's relationships with adults in their communities (Bartlett et al., 1999; Derr et al., 2018; Driskell, 2002; Freeman, 2019; Kranz-Nagl & Zartler, 2009). Mansfield et al.'s (2021) semi-systematic literature⁶ review identified that research into barriers and enablers to children's participation in urban planning tends to focus on structural and procedural conditions with a general theme of political and socio-cultural conditions identified

⁶ A semi-systematic review (also known as a narrative review using systematic methods) was used to present a condensed summary of a broad range of literature on this topic and generates a deeper understanding of the state of current knowledge resulting in a critical perspective that creates an agenda for further research (Green et al., 2006, Snyder, 2019).

The study used a semi-systematic approach to utilize the benefits of the interpretive approach of a narrative review beyond simply an accumulation of knowledge but incorporating systematic practices to improve transparency and create a replicable approach (Bryman, 2012, pp.109-111, Snyder, 2019). The study also used the method to determine critical themes and ultimately a research agenda (Green et al., 2006, Mansfield et al., 2021).

by many authors as key impediments. One study provided a comprehensive list of barriers specific to their project (Severcan, 2015) while others scrutinized political institutions and perceptions of children's capacity and capabilities (Mansfield et al., 2021). Planning education was not examined: none of the studies or key texts identify the impact of children's participation on their desire to pursue a career in urban planning.

Malone and Hartung (2010) demonstrate that the theoretical background and models for children's participation is limited, noting that children's participation is narrowly defined, adult-led, or co-opted, and dominated by practical projects without an understanding of why children's participation occurs and what are the impacts. The "ladder of children's participation" (Hart, 1997, p.41) provides guidance for how children might participate to support the realization of the Convention on the Rights of the Child. While Hart (1997) cautioned that it was not to become a manual for template approaches, it has dominated participatory practice (Malone & Hartung, 2010). Hart himself has since criticized use of the ladder, noting that it is limited in its understanding of the myriad of ways in which children already participate in their communities and that the image of a 'ladder' is problematic in its implied hierarchy of levels of participation (Hart, 2008).

Criticisms of the ladder have fueled further research into the complexity of children's participation. Botchwey et al. (2019) revised the ladder model based on examination of three case studies, splitting the ladder to acknowledge the different processes that occur when children seek to participate versus being invited to participate. Francis and Lorenzo (2002) propose an alternative to the ladder entirely, identifying seven realms of children's participation based on a study of how children have historically participated in city design with a proposal—the seventh realm—for a more proactive approach to involving children in planning and design. A final example is Shier's (2015) model 'the participation tree', which proposes that the tree grows from the seed where children first learn to participate in the family home followed by the community. Each of these models, and many others, are helpful for prompting debate on how children might be included in projects and programs. What they fail to mention however, is the impact that participation has on children, and the value and influence adults may bring to children's lives and future career paths.

Rinke et al.'s (2014) study on the impact of students' experiences on their career path to teaching demonstrates that experiences with professionals as a child can impact career choices. This 'apprenticeship of observation' (p.93) manifests through mentoring, practice, or empowerment of students; however, the study also serves as a warning of the limitations of this approach as it may serve to reinforce social inequalities (Rinke et al., 2014). Lave and Wenger (1991) attempt to theorize apprenticeship learning as a form of "legitimate peripheral participation", which presents a

way of understanding the lesser-understood social engagement style of learning as newcomers join “communities of practice” (p.29). They caution that while historical forms of apprenticeship have operated as a form of control, this model must be practiced through meaningful participation at the level appropriate to the apprentice or newcomer's practice (Lave & Wenger, 1991). Tummons (2018) critiques this model for its refuting of formal institutional learning pedagogies; however, noting that along with ‘communities of practice’ models, there is room for drawing on these theories as an educational model. O'Donnell and Tobbell's (2007) research into adult participation in higher education further demonstrates that meaningful inclusion and participation in communities of practice greatly impacts who participates in tertiary education.

Literature in different disciplines suggests that children's participation in discipline-focused activities both in and out of school, and interactions with professionals, impacts children's knowledge of and predisposition to particular career paths (Kolne & Lindsay, 2020; Rinke et al., 2014; Rochera et al., 2019). For instance, Rinke et al. demonstrate that disciplinary, mentoring, and empowering practices can influence secondary school students to pursue subject-specific types of teaching professions (Rinke et al., 2014), Kolne and Lindsay suggest that participating in science and technology activities outside school may impact the development of further interest in those fields, and Rochera et al's 2019 systematic literature review demonstrated that children and youth with disabilities were more likely to pursue a STEM career after participating in interventions specifically designed to engage youth in these fields. These examples indicate that children's meaningful participation in urban planning processes with associated professionals may impact their choice of a career path into urban planning, and there is a need to understand both how to improve their participation as well as the potential impact of planning education.

Case studies – how does children's participation impact their study and career paths?

The information for this chapter was collected as part of a broader research study⁷ that is examining the mainstreaming of children's participation in urban planning processes for vulnerable settings. This chapter includes two key case studies that involve children's participation in urban planning

⁷ The doctoral research study seeks to identify the core problem leading to children's exclusion from urban planning processes for vulnerable settings and examines this through a series of case studies chosen to best identify, examine in detail and present recommendations for a way forward. Qualitative interviews have been conducted with urban planning decision-makers to determine the factors that lead to the inclusion or exclusion of children in the development of the built environment in case studies spanning post-disaster reconstruction, informal settlements, refugee and IDP settlements. The locations of settlements for which respondents are responsible include Australia, Ecuador, Fiji, Bangladesh, Uganda, Colombia and United States of America. Ultimately the research is designed to position children as active citizens in civil society and to propose recommendations to mainstream children's participation and agency in urban planning processes for vulnerable settings to achieve Sustainable Development Goal 11.

processes and involved interviews with a total of 40 participants across the two case studies⁸. Due to the work in the case studies occurring in settlements and the informality of some of the activities, it is not known how many children have participated in the work implemented in each case study; however, interviewees have noted children of all ages have been involved in different aspects of their programs including babies in Case Study 1.

The particularly interdisciplinary nature of Case study 1 resulted in many disciplines working together on various aspects of the urban planning process. Disciplines include but are not limited to urban planners, landscape architects, and engineers working on the design and construction process with microbiologists, economists, and ecologists working on human and environmental health and wellbeing outcomes of the infrastructure, to name a few. Case study 2 is dominated by disciplines associated with public art, but also social work, and they work with international NGOs to deliver on a range of outcomes such as public health and community cohesiveness. The words used by interviewees have been transcribed exactly without grammatical corrections in order to preserve the integrity of people's voices.

For the purposes of this study, the term 'urban (and territorial) planning' is defined "as a decision-making process aimed at realizing economic, social, cultural and environmental goals through the development of spatial visions, strategies and plans and the application of a set of policy principles, tools, institutional and participatory mechanisms and regulatory procedures' (United Nations Human Settlement Program, 2015, p.2). The case studies for the research involve a range of disciplines working together to achieve urban planning goals in vulnerable settlements and include built environment outcomes, such as urban public art, which support health messaging and community cohesiveness, WASH (water, sanitation, and hygiene) infrastructure, land tenure, land-use planning, pedestrian access, and impacts of the built interventions on health, wellbeing, and environmental impacts. The implications are that a range of disciplines responsible for urban planning need to be included in recommendations for future research to support urban planning disciplines as a disciplinary career path for children.

Case study 1 - Revitalising informal settlements and their environments (RISE)

Case study 1 is the 'Revitalising Informal Settlements and their Environments' or 'RISE' program.

RISE's vision is to improve human, environmental, and ecological health in informal urban

⁸ For the purposes of this paper, where the identification of a specific discipline might reveal the identity of an interviewee, their discipline has been changed to RISE build team, RISE city actor, RISE researcher, RISE community fieldworker, Artolution team member and Artolution supporter to preserve their anonymity, using terms as per the ethics approval application.

settlements through a novel approach to water management (RISE, 2017). It comprises a randomized control group research program trialing a water-sensitive approach to water and sanitation management in 24 informal settlements in Makassar, Indonesia and Suva, Fiji (ibid). This study focuses on 12 settlements in Suva, Fiji. The program is a transdisciplinary urban planning program focused on planetary health through revitalizing water, sanitation, and hygiene (WASH) infrastructure by incorporating community participation. While children's participation in design activities is not specified, children have participated in a range of infrastructure design and education activities either through targeted activities or inadvertently. Children are also a key target for gathering health and wellbeing data for measuring the impacts of the interventions (RISE, 2017). For the purposes of the study, qualitative interviews were conducted between November 2020 and May 2021 with 32 academic staff, professional specialist staff, city actors, and other RISE researchers on the factors that impacted children's participation in their work in RISE.

While the interview questions were specifically focused on eliciting the barriers to children's participation in planning processes in RISE, several interviewees noted specific impacts of their participation as a child on their career choices. In addition to this, some interviewees also identified that some children who participated in the RISE program engaged in career discussions with RISE staff and supporters based on the field work they became involved in. Some respondents also demonstrated their own experience with participation as a child that influenced their career choices or how they practiced their chosen career.

Case study 2 – Artolution projects

Case study 2 focuses on Artolution projects. Artolution is a USA based not-for-profit organization that has developed participatory urban art projects in refugee and IDP (internally displaced person) settlements located in Jordan, Bangladesh, Colombia, and Uganda. Eight semi-structured qualitative interviews were conducted with key decision-makers who either worked for Artolution or supported their work through funding or governance such as board members. The types of questions varied slightly to those associated with the RISE project, with a focus on what had influenced them to found, work for, support, or fund child-participatory Artolution projects. The responses to questions provided information on the impact of their work on children's career choices and presented additional information on what influenced interviewees' own career choices.

Creating future planners?

Emerging in the interviews was the identification of conversations with children that led to discussions about future career options. The conversations generally emerged as a result of children observing RISE and Artolution staff working in the field within their communities, sparking a curiosity

and opening up opportunities for children to participate. Some interviewees recognized that involving children in their work may lead to children entering a similar field and the way that they engaged with children further supported children's interest in the field.

Planners supporting school curricula

In the following examples, interviewees connected their work to specific school curricula either through activities or discussions with children, supporting both school curricula and student career study pathways.

A RISE city actor identified the opportunity to discuss career options through school field excursions:

"Teachers have excursions, so they thought it would also be a good opportunity to enlighten students on coming into the treatment plant and seeing what we do. Apart from that, it also gives them a heads-up on what they want to do when they grow up, because we get to show them, 'okay, if you want to be a water engineer you can do this particular subject'" (RISE City Actor #14).

Another RISE city actor identified participatory activities as important opportunities for attracting children to particular fields. They noted that it was important to bring them into these activities early to ensure they develop an interest and understand how to pursue such a career:

"We'd tell them right then, 'This is something that you have to work towards, this is the type of studies that you will need to take, if you want to become something like what we do'" (RISE City Actor #15).

A RISE build team member noted that it was important for children to participate in formal co-design activities:

"What I observed on one of the days during the workshop was one adult encouraging the secondary school students to attend, because it would be an eye-opener for them. They would learn a lot of things and get ideas about career opportunities as part of the RISE co-design workshop" (RISE Build Team #4).

These respondents demonstrated an interest in sharing their own career path with children, seeing these activities as an opportunity to inspire children's study and career paths.

Children demonstrating interest in planning projects

Several interviewees identified children as the future caretakers of the water infrastructure in the RISE program, noting that their participation was critical as they would be responsible for the ongoing management of the water systems. When they observed children showing interest in the development of infrastructure, they focused their interactions on upskilling children in construction

and maintenance of the systems. A RISE build team member noted that children's participation in the design process generated interest:

"[The children] would come after the workshops and then they start asking questions. 'Oh, if I want to build these things, I should be doing these subjects right?' We noticed that they were really interested, so they're also thinking about their career. I think that's how impressed they were with the system" (RISE Build Team #7).

Further to this, the RISE Build Team member identified an unexpected outcome from using children as interpreters when their interpreter was unexpectedly absent. As part of their interpreter roles, the children were given the co-design book to study in advance of the workshop to assist with their interpreting into Hindi. The team member stated:

"Coming back, they started getting interested as they dove into the book, getting to understand it. So, the girl was really interested to becoming an engineer. And I said 'Go for it.' There's very little women engineers in Fiji, let alone engineers in Fiji. It's a career to go for here, so you've got something here that is your destiny, getting you understanding it now, and as part of your community. It's something that you can also give back; useful for you" (RISE Build Team #7).

These conversations demonstrate the importance of professionals associated with urban planning engaging with children, through participatory processes, to generate an interest in urban planning and related disciplines as career options.

Urban planners as ambassadors for urban planning

The language specialists use, and how they engage in a way that resonates with children, proved to be important for generating interest. Some interviewees noted the fun children have when they engage. A RISE researcher noted:

"A pair of rubber gloves is an amazing thing for making a kid feel like a scientist. I think we lost more rubber gloves than anything else because they were helping" (RISE Researcher #21).

This comment highlighted how children connect with props associated with professions. This is further demonstrated by another RISE researcher's comments:

"I noticed there were lots of kids and they were very interested in what we were doing and why we were there, and during those initial stages, I brought some equipment along...and the kids were really interested...and they all crowded around to see what I was doing and they were really interested and engaged with that, so that was kind of cool" (RISE Researcher #25).

RISE researcher #21 observed RISE researcher #25 working with the children and highlighted that children's connections to these props developed into improving and sharing their knowledge of that particular profession:

"Having the kids follow him around as he's teaching them, you know, like, 'Do you know what these are?'... At least a couple of kids went and showed their – went and grabbed a parent. We ended up with a couple of parents there and he ended up talking to them...and the kids of course, they're really proud showing...you could see the way the knowledge transferred up" (RISE researcher #21).

These examples demonstrate that engaging children in participatory activities as helpers or other forms of participation, combined with an open and respectful dialogue, provides opportunities to educate children on urban planning career options which can spark their interest, particularly when activities are fun, engaging, and enjoyable.

Urban planners increasing diversity in planning

Children's participation in urban planning projects has the added benefit of exposing career opportunities and skills and knowledge development to extremely vulnerable children who generally lack opportunities to engage with professionals. RISE and Artolution expose children from extremely vulnerable environments to career paths that may normally be out of reach.

In this general conversation, a RISE build team member invited one of the older children in an informal settlement to look at the RISE infrastructure. They encouraged children from the informal settlements to continue studying and demonstrated the connection with the development of RISE infrastructure:

"I just asked him, 'Do you do science? What is your favorite subject?' I said, 'You know you might be able to do something like this as real work?' He was like, 'Oh, okay.' He goes like, 'True?' and I'm like 'Yeah, you can do it. So, when we come, if you're free, you should come out and have a look'" (RISE Build Team #9).

An Artolution staff member noted an incident where a child who participated in an Artolution project was inspired and encouraged to continue pursuing their interest in urban art:

"They told me after years, 'Hey, you remember [name]?' 'Yeah, he was one of the sharpest kids.' He has saved up [money] which is about two hundred bucks and he wants to buy a second-hand camera because he's been taking pictures on his cell phone...he said, 'I want to be able to take better pictures. I want to understand this more'" (Artolution Team Member #34).

Artolution Team Member #34 then described how several of the urban planning specialists continued to support the career development of this child due to their interest in pursuing this field.

These examples demonstrate that participatory processes create the environment for professionals in a variety of urban planning and related disciplines to act as ambassadors for their professions. They further demonstrate that participatory processes can allow urban planning professionals to connect with children, articulate and demonstrate what their discipline entails, generate interest, outline an educational and career path, and potentially provide ongoing mentoring.

Childhood experiences influencing interviewees' career choices

Despite interviewees demonstrating little-to-no understanding of their own potential for educational and mentoring impact on children, they occasionally reflected on the influences on their own career choices and what their early experiences mean for how they practice their chosen profession.

Impact of participatory processes as a child

A RISE researcher was quite specific that their participation as a child impacted their decision to become a specialist in the urban planning field—describing in detail the process they had been involved in when they were under the age of 12 and the successful impact of the broader community's participation.

"When I was a child, my parents used to take us to local council planning sessions around public space in our neighborhood. ...They then followed with the comment 'maybe that has influenced my perspectives of who and how people should be engaged, or at least my transition into [urban planning specialist] certainly'" (RISE Researcher #17).

Another RISE researcher identified an immersive experience as a child that influenced their involvement in a similar program as an urban planning specialist:

"So basically, I went there as a teenager...it works very differently than the school works... it's full of imagination, experimentation...you really learn a lot of things in that way that is really close to nature and really close to science.... I think maybe if I didn't have that, maybe I would have a different relationship with this [RISE]" (RISE Researcher #23).

These examples demonstrate that participatory experiences as a child had a profound impact that inspired these interviewees to enter urban planning disciplines and adopt participatory practices. This was true in the case of RISE researcher #23 who identified the impact their experience had on the way they currently operate as an urban planning specialist.

Impact of mentors as a child

Other interviewees' responses were less direct, but still identified key childhood memories as influencing part of their career, either as a disciplinary choice or how they operated in their chosen discipline. Interaction with adults in positions of power such as teachers factor here. Here, the advice and support from adults like teachers helped them to develop the confidence to pursue something different. A RISE Community Fieldworker identified the impact a teacher had on her career choices:

"You can become a teacher, a nurse or a lawyer, that's like a common career in our culture....I had this favorite teacher of mine who I – almost every day, she'll see me coming to her office because I liked to get advice from her...so, that was like a big boost for me and I'm happy that at some point in life we get to cross paths with the people that really help us get through in life" (RISE Community Fieldworker #11).

An Artolution staff member highlighted the role of connecting with a particular person as they reflected on their own experience with a teacher who had a profound impact on their career choice:

"This guy was like the coolest guy ever. Right, he'd wear cut offs and like cool band shirts and painting glasses and funky colored socks and Vans shoes. Very, very cool art teacher. He'd wear like a lab coat covered in paint, just the coolest dude ever and I looked at him as a high schooler, I was like 16, just turned 16, newly 16, I'd just had my sixteenth birthday a couple of months after that, and I met him, and I just idolized him. I was like this guy's the coolest guy ever, he had tattoos on his legs. Wow, like it was cool. Had a sleeve or whatever, I was like 'I didn't know an art teacher could look like that' ... And we painted and it was beautiful and I was like 'I want to do this for the rest of my life. This is it. I want to be like [my teacher] and I want to do this. This is awesome'" (Artolution Team Member #35).

The detail the respondents provided in describing the impact of their mentors demonstrated the profound impact adults can have on children's field of study and chosen career.

Enabling environments

Some interviewees described the importance of an enabling environment from which to pursue their subject matter interests. An Artolution supporter continues to support children's participation based on their ability to pursue their childhood passion:

"I think that art was meaningful in my own childhood. Although I'm not especially talented at it, I spent a lot of time and I was drawn to it as a child and adolescent" (Artolution Supporter #38).

A RISE researcher highlighted the importance of parents and open discussions of disciplinary interests:

"[My dad's] just one of that generation where, you know 16, go out and get a job sort of situation and so absolutely loves STEM, absolutely loves science...So, I think when he had a [child] who was interested in STEM it was like 'Great, I have someone to talk to'" (RISE Researcher #21)

For some interviewees like RISE Researcher #21, these experiences encourage them to pass this passion on to children through their own work. These interviewees identified that they had been free to discuss or pursue their interests in an enabling environment which gave them freedom to follow their discipline. It also demonstrated the impact of parents who support children pursuing career paths.

These examples highlight that encounters with key adult figures can have a long-term impact on children's future career choices or their own professional philosophy and practices in their chosen profession. It also demonstrates the potentially limited understanding children may have of future career options when other professions may be less visible or complicated to understand.

The role of urban planning education?

Interviewees' responses suggest that children's participation in urban planning processes may impact children's career choices. Several interviewees noted that they first encountered the notion of children's participation in their tertiary studies, which had some bearing on the types of urban planning projects they then practiced, their participatory philosophy, and in some cases, demonstrated a change in direction in their chosen disciplinary field. A RISE city actor noted that:

"So I did a WASH research on a particular community, and on looking at their knowledge, attitude and practice – because my target group were young children between the ages 5-19 and also looking at the adults, so it was 20 years and above...so in terms of the responses I got from the younger children from the ages 5-19, comparing to the ones of the adults, I was so interested in the children because they had a lot to give me" (RISE City Actor #14).

A RISE researcher noted that their design school emphasized involving all stakeholders on design projects including children which has impacted their career focus and how they now teach participation in their discipline at a tertiary level:

"I think with any type of design that you do, even if it's not this type of project, but at least what we learned in the design school in grad school, they were saying that you have to do all the information-gathering with the key stakeholders that you're designing for" (RISE Researcher #31).

A RISE build team member also attributed their belief in children's participation in the RISE program to their tertiary studies and explained that they ensure children participate in their work based on the focus on participation in their tertiary education:

"I was doing a bachelor in public health. We did community engagement school projects...one of our learnings back then was we need to empower these children because children were the future of these communities" (RISE Build Team #8).

The broad range of disciplines studied by interviewees demonstrates the critical need to embed research into children's participation across multiple disciplines that support the urban planning fields. A number of interviewees entered the urban planning field from other disciplines, such as public health, and their work on transdisciplinary programs requires collective understanding of the impact they can have on children's career choices through participatory processes.

Where to from here?

The results of these interviews demonstrates that children participating in urban planning processes can influence children's field of study and career aspirations. The results also demonstrate that this sometimes does evolve into career choices or impacts on how people practice in their chosen careers. This study is limited in its scope due to the original focus of the interviews and the limited number of responses specifically pertaining to discussions on careers. What it does provide however, is some insight into possible methods for attracting future urban planning students and serves as a reminder that children are the future generation that will be tasked with tackling complex human settlement planning. Generating interest in how urban planning can make a difference will help to equip children with the knowledge and skills to positively impact the urban environment.

The responses across the diverse disciplines involved in urban planning processes in these projects provides some clues as to how urban planners and practitioners in associated disciplines might influence children to pursue a career in urban planning based on both their childhood experiences, which influenced their own career choices, and the language and activities that sparked children's discussion of career possibilities in the field. Highlighting urban planning as a career option and demystifying the field needs greater participation of children in all aspects of urban planning, including the higher education sector. As some interviewees suggested that higher education may influence practitioners to involve children in their work, there is scope for incorporating children's participation into higher education teaching.

Research into children's participation in urban planning processes needs further focus on the impacts of participatory processes on children's career aspirations. It also will need a deeper

understanding of the influences on career urban planners that led to them entering the profession. While further research is needed to develop robust changes in urban planning education, some initial simple and practical recommendations for both practitioners and educators to present urban planning disciplines as a disciplinary career path for children are as follows:

- Draw on specialists in children's participation in urban planning to support teaching of urban planning. Specialists in children's participation without an urban planning background can also be used to assist in curricula design in collaboration with urban planning specialists.
- Encourage higher education research into children's participation in all aspects of urban planning.
- Clarify what urban planning professions entail by developing fun, accessible, and engaging methods of communication through schools, local councils, and through urban planning processes.
- Planners are ambassadors for the next generation of planners. Ensure that children can easily connect with material components of participatory processes including language, fashion, cultural aspects, and props.
- Include children in urban planning projects as helpers or drivers of the projects.
- Educate the broader adult population by championing children's participation and the impacts this can have on shaping the urban environment, for example through industry bodies and mainstream media.
- Provide ongoing mentoring for children interested in pursuing a career in urban planning.
- Utilize the many practical manuals for including children in urban planning work.
- Above all, ensure that all people and practices adhere to child protection policies.

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Chapter 7 Conclusion

7.0 Introduction

The Convention on the Rights of the Child directs state signatories to uphold the right of children to be heard in all matters affecting them through Article 12 (UN General Assembly, 1989). Global awareness has increased children's social activism and awareness of children's rights (Malone & Hartung, 2010). As children become aware of their rights they are finding their own ways to be heard as evidenced by the impact of children's voices in creating global calls for addressing climate change by Greta Thunberg (Jung et al., 2020), calls for peace by Bana Alabed, the Syrian child caught up in the Syrian conflict (Martínez García, 2020), and calls for the right to go to school by Malala Yousafzai (Yousafzai & McCormick, 2014), using technology and media to amplify their stories and experiences. There is a growing body of evidence that demonstrates children's participation in dealing with complex issues such as disasters, reduces the human toll, builds community resilience, and hastens the recovery from such situations, reinforcing the children's role as 'critical agents of change' (UN General Assembly, 2015b, UNICEF, 2013). The global policy environment recognises the value of children's participation and explicitly acknowledges the capabilities of children, for instance in the Sendai Framework for Disaster Risk Reduction 2015-2030 (UNISDR, 2015) and the United Nations resolution 'Transforming our world: the 2030 agenda for Sustainable Development (UN General Assembly, 2015b). These policies also acknowledge the specific vulnerabilities of children as a result of the structural conditions created by adults (UNICEF, 2013).

In urban planning processes however, children's participation remains rare and far from mainstreamed. This is even more apparent in vulnerable settings and with marginalized sub-populations of children. The academic literature is dominated by empirical research located in wealthy, privileged communities living in formally planned settlements. Urban planning is highly political and economically dependent, rendering access to its systems and processes as virtually inaccessible by children (Cele, 2015; Theis, 2010). This becomes even more challenging when socially constructed views of children render them as victims without agency (Bosco & Joassart-Marcelli, 2015).

In this study I set out to understand the barriers and enablers to children's participation in urban planning processes for vulnerable settings to develop research and practical recommendations to mainstream their participation. The analyses spanned a broad range of fields that are classified within the broad UN-Habitat definition of urban planning (2015). While the definition encompasses many disciplinary fields, this study acknowledged that barriers and enablers to mainstreaming

children's participation may vary between specific disciplines and contexts. Research on children's participation in specific fields related to urban planning such as engineering and landscape architecture is limited. This study therefore focused on the broader subject area of urban planning which encompasses many fields. The results were presented in such a way that they are applicable to specific disciplines that fit within the broader umbrella of urban planning processes.

The United Nations resolution 'Transforming our world: the 2030 Agenda for Sustainable Development' boldly pledged to 'leave no one behind' by introducing the sustainable development goals for collaborative global implementation (UN General Assembly, 2015b). The UN General Assembly stated that particular attention is needed to address inequalities, and ensure participation is accessible to the most vulnerable population groups with a particular focus on 'the most marginalized and excluded children' (UN General Assembly, 2015a, Cl.15). The UN further identified vulnerable settings as those most exposed to 'climate related extreme events and other economic, social and environmental shocks with a particular emphasis on less developed countries, small island States, African countries, and countries experiencing conflict (UN General Assembly, 2015b). This thesis has drawn case studies from a range of vulnerable settings, striving to shine a light on the systems and processes that continually exclude children from their processes, and provided a recommended way forward to mainstream children's participation in future urban planning processes in these vulnerable contexts.

In this concluding chapter I answered the research question 'how do enabling and constraining conditions shape (the mainstreaming of) children's participation in urban planning processes for vulnerable settings?' Section 7.1 'Summary of the findings against the objectives and implications' presented the scholarly and practical findings that respond to the study's five objectives and discusses the implications of the research. Sections 7.2 'Contribution to knowledge' and 7.3 'Contribution to practice' then discussed the contribution to both research and practice knowledge in the urban planning fields. Section 7.4 'Summary of key findings' presented a summarised model and discussion of the findings including diagrammatic representation of the interconnected nature of the five papers. Section 7.5 'Limitations, recommendations and future steps' presented the limitations of this study and provides recommendations for next steps. Lastly, section 7.6 'Concluding remarks' provided concluding comments.

7.1 Summary of findings against the objectives and implications

This thesis was underpinned by the identification of the following problems:

- children's participation in urban planning processes for vulnerable settings is critical but not mainstreamed

- there is a limited understanding of the barriers, enablers and underlying causes of children's participation in urban planning processes for vulnerable settings
- there is a limited understanding of barriers to participation specific to the most vulnerable children
- there is a limited understanding of how to mainstream children's participation in urban planning processes for vulnerable settings

These problems were developed into five objectives that formed the basis for each paper. In the section below, I provide a summary of the key findings for each objective.

7.1.1 Objective 1

To understand empirically the nature and impacts of children's exclusion from urban planning processes for vulnerable settings

Previous research demonstrated that involving children as active decision-making participants post-disaster builds their resilience (Gibbs et al., 2015). Disaster research with a focus on children has tended to concentrate on children in the context of the institutions of family and schools (Peek et al., 2018). The extent to which children have participated in the reconstruction of damaged built environments and the associated planning processes, however, is more challenging to find. While it is known that the disruption to the physical environment greatly impacts children's mental and physical wellbeing (Peek et al., 2018), the causes and specific impacts of children's continued exclusion from these processes is little understood.

In chapter 2, I used data from my research and practice field experience from two case studies, first to determine the potential causes of children's exclusion from these processes and second, to articulate the impacts and consequences when children do not participate in the reconstruction process after a disaster. From the analysis I found three key findings that demonstrated the critical nature of the problem and indications of the causes of the problem.

First, children's participation in the reconstruction and ongoing governance processes after a disaster is complex and has faced significant barriers. The case studies demonstrated there a lack of awareness of children's role as active citizens, commitment to developing an inclusive participatory approach to planning and an unconscious bias that inadvertently discriminates against who is involved in post-disaster reconstruction. Peek et al (2018), suggested that progression of this field of study has been hampered by a lack of nuance such as a focus on intersectionality or disaggregated demographics and positioning children as merely socially vulnerable rather than capable, resilient citizens.

Case study 2 indicated that the exclusion of children from reconstruction processes can be vastly detrimental to the whole of communities. Further research needs to be conducted to determine if this was an isolated situation or if the repercussions extend to other contexts. Case study 1 implied that there were issues as a result of children's exclusion, but the extent of the consequences was not known. Case study 2 was examined from a short-term period of time. The longer-term effects remain to be seen and indicate a need for longitudinal studies. What it did demonstrate however, is that localised specific risks can result in a major blow to the resilience of a place and that building community resilience to recover from such events needs to include children.

Chapter 2 identified that excluding children from participating in the reconstruction planning process after a disaster has critical consequences, and that the causes for their exclusion appeared to sit at individual, organisational and societal levels. The findings led to a series of recommendations for further research to understand the impacts of factors such as intersecting demographic factors, and how to challenge the biases and barriers to children's participation. These findings helped determine the methodology for the literature review in chapter 3, ensuring that a more expansive and methodical approach was developed to determine the extent of the problem, test the impacts of children's participation in a larger body of research, and identify causal factors that shape children's participation to then determine a research agenda.

7.1.2 Objective 2

To develop a deeper understanding of the existing evidence and gaps in knowledge about the practice and impact of children's participation in urban planning processes for vulnerable settings

Chapter 2 identified that socially constructed biases caused the exclusion of children in urban planning processes in post-disaster reconstruction. Children's exclusion had a lasting impact on the whole of communities. The chapter highlighted that the factors that shape children's participation in urban planning processes reside at individual, organisational and societal levels and that there is limited understanding of the causal factors this perpetuates. Bhaskar (2010) posits that to overcome the exploitation and oppression of people, the causes of this oppression must be first demystified, by way of understanding the causal reasons for beliefs, behaviours, and actions. Bhaskar (2010) views human agency as interdependent with the social structures perpetuated through institutions and notes that to create change, both an explanatory and critical analysis is required. Sayer (1999) argues that a critical realist ontology can help us to critically examine our experience of the world by identifying the objects, structures and experiences that are perpetuated in the social world and the enacting of causal mechanisms that influence the subsequent event. Easton (2010) argues that taking a critical realist lens to case studies is essential for understanding causal explanations to social

situations for the purposes of change. Easton (2010) further explains that critical realist explanations can be formed by examining individual attitudes, relationships, ideas, material objects and organisations, within the context of the intrusion of the real world.

In recognition of the potential complexity of the underlying barriers and enablers to children's participation, a critical realist approach underpinned the literature review and subsequent case studies as an attempt to both identify and seek recommendations for mainstreaming children's participation in urban planning processes for vulnerable settings.

In chapter 3, Lofland et al's (2006) framework for analysing social settings, was used to understand the literature environment. The framework provided tools for an in-depth observation of themes, structures and processes that influence children's participation in urban planning and a step towards understanding the causal components. Furthermore, it presented an avenue for examining the consequences of the types of participation and introduces the critical element of human agency, which Bhaskar (2010) identifies as responsible for the production and reproduction of social structure.

The key finding in chapter 3 was that the primary research in the literature is situational specific, generally limited to a finite period, and inadequate for the most vulnerable communities. In particular, case study research was dominated by high-income countries. When vulnerable groups were represented in the literature, they tended to reside within high income countries. The literature was dominated by finite projects, and research into the conditions hindering or supporting children as an entrenched active participant in all aspects of urban planning processes was extremely limited, and again focused on high-income countries. There were considerable gaps in the literature pertaining to disaggregated categories of urban planning, children, and participation, oversimplifying the acts of participation to singular populations, domains, or projects. For instance, case studies of projects that included children's participation tended to involve one sub-group of children such as a single age grouping. This resulted in a lack of understanding of the differences between sub-groups of children and the potential for disagreement and differing needs.

Vulnerable settings were poorly represented in the literature. Post-disaster reconstruction and informal settlements were barely mentioned, and conflict settings, refugee and IDP camps not at all. Small island states, listed as a specific vulnerable setting in UN documents, were also missing from the case study literature. Exclusion of these types of settings in the research limits our ability to understand the impact of participation on children's vulnerability in extreme situations and to find a solution to break the cycle of children's vulnerability through continued exclusion.

Another key gap the literature highlighted was the dominance of one-way processes of children being invited into adult processes. These processes sat within organisations who had a specific goal or type of data to be extracted from children, such as input into open space design, or for the purposes of generating data for a research institution. This demonstrated a limit to the understanding of the purposes and intent of participatory processes, and the extent and nature to which children themselves may choose to participate. It also created a finite boundary around the participatory exercise, with little discussion on how organisations used the data generated in the participatory exercises.

Lastly, the literature demonstrated that there is limited understanding of the specific factors that impact and shape children's participation in urban planning processes. At a high level, economic and political structures and processes were identified as barriers. Beyond this, the literature did not demonstrate an intimate knowledge of either the nature of these factors, or how to develop mainstreaming of children's participation in urban planning. Identifying generalised barriers, while helpful for providing an entry point into examination of specific factors, did not demonstrate any evidence for determining specific causal factors and the role of individuals in overcoming barriers.

These findings provided a pathway for case study research to identify, examine and analyse the specific factors that shape children's participation in contextualised urban planning processes for vulnerable settings. Acknowledging that a critical realist approach holds individuals accountable for the production and perpetuation of social systems of oppression, combined with the findings from the literature review, paved the way for an examination into specific case studies and the causal factors enabling or hindering children's participation at an individual level, level of the organisation and the impact of societal systems. The lack of focus on vulnerable settings and the specific defining characteristics of vulnerable settings identified in UN documents provided guidance for choosing suitable case studies. Finally, the gaps in the literature provided reference points for determining the methods, interview questions and data analysis in order to address these literature gaps and develop recommendations for mainstreaming children's participation in urban planning processes for vulnerable settings.

7.1.3 Objective 3

To identify factors that enable or hinder children's participation in urban planning processes for vulnerable settings and critically analyse the perpetuating causal factors

Bryman (2012) notes that it is only by understanding causal mechanisms or factors through retroductive reasoning within a specific context that we can create transformative change. Thornton

et al's (2012) institutional logics perspective provided a framework for examining a case study and for delivering on a critical realist understanding of the chosen case study.

In chapter 4, I used Thornton et al's (2012) institutional logics framework to determine the causal factors that enable or hinder children's participation in the context of the vulnerable setting of informal settlements. I chose the case study Revitalising Informal Settlements and their Environments (RISE) program based on its delivery of urban planning processes in vulnerable settings and its inclusion of a participatory approach in aspects of the program. Semi-structured interviews were conducted using interview questions determined by the findings from chapters 2 and 3, using the categories within the institutional logics perspective to determine the causes of the individual, organisational and societal factors that shape children's participation in this case study.

Using retroductive reasoning with the institutional logics framework I found firstly that participation is poorly understood. I then developed a typology of participation to articulate the types of participation that were occurring in the case study of RISE. The lack of understanding of types of participation and their purpose greatly impacted whether participation occurred, the types of participation that occurred, and in what parts of RISE. The chapter then outlined the specific factors in this case study that influence children's participation in the program through an institutional lens. In particular it noted that there are underlying individual, organisational and societal factors impacting children's participation influenced by a mix of institutional logics, and that these factors are often in conflict which accounts for contradictions in what types of participation ultimately occur and perpetuates cycles of exclusion. Importantly, it identified that participation needs to be embedded through institutional logics that recognise children as active, willing, and capable citizens in their settlements.

The literature review noted that there is a limited understanding of the barriers, enablers and underlying causes to children's participation in urban planning processes for vulnerable settings. The methodology used to identify the factors that shape children's participation in this case study, demonstrated the complexity of the individual, organisational and societal factors at play and filled a gap in knowledge that provides a first step towards transforming and ultimately mainstreaming children's participation in this field. In particular, the findings in this chapter produced a foundation from which to develop pathways towards mainstreaming children's participation. By understanding the nature of the contradictions, and the underlying institutional influences, we can use the findings to shift the causal factors and intentionally plan to overcome the hindering factors that impact children's participation in urban planning processes for vulnerable settings.

7.1.4 Objective 4

To identify how barriers to children's participation in urban planning processes for vulnerable settings can be overcome

Responding to the challenges of mainstreaming children's participation identified in the literature review and the analysis of a case study in chapter 4, I then developed a research methodology designed to identify a case study with demonstrated successful steps towards mainstreaming and used this knowledge to determine a path towards scaling up and building on these successes for transferring to other organisations. For the purposes of this paper, the term 'mainstreaming' was used to signify widely accepted norms and practices (Cambridge Dictionary, 2022).

In chapter 5, I examined a case study that indicated some level of success in mainstreaming children's participation in projects in the vulnerable settings of refugee and IDP camps and settlements. The case study focused on the organisation Artolution, who deliver public art projects with health, economic and social cohesion outcomes and are developed as child-participatory projects that train adult artists in the settlements. In this chapter I examined the specific conditions, actions and behaviours that have influenced support for children's participation in refugee and internally displaced people's settlements using Thornton et al's (2012) cultural emergence model. Using institutional culture as a determinant enabled the dissection and examination of the components that influence the practices and development of a unique field developing through Artolution's work. In this case the cultural emergence model was used to determine the specific conditions that support children's participation, gaps that impact the mainstreaming of children's participation and recommendations for scaling up and transferability.

Semi-structured interviews were conducted with both staff and supporters of Artolution. The interview data was categorised against the cultural emergence model into components undertaken to generate support for child-participatory projects and factors that were successful in generating support. The cultural emergence model was then used to develop recommendations for scaling up and transferability for other organisations. While this approach did identify successful steps towards developing mainstreaming of children's participation in Artolution's work, it identified that many of the successes in generating support were not sustainable or becoming embedded within other organisations. Using Thornton et al's (2012) cultural emergence model provided possible explanations both for these shortfalls and for Artolution's successes.

The findings demonstrated that there were specific organisational and societal conditions that impacted the success for generating support for children's participation in Artolution's projects. Artolution's alignment with a community logic, constrained mainstreaming of their approach with

other organisations that are not necessarily wedded to a community logic. The case study also highlighted the powerful role played by passionate and dedicated individuals, defined as institutional and cultural entrepreneurs. The dominance of these individuals was acknowledged by incorporating their role into the model as ambassadors for embedding the field of children's participation.

Recommendations were developed based on these findings for scaling up and expanding on steps towards generating support for mainstreaming children's participation. This demonstrated that the model is potentially helpful for organisations working in urban planning processes for vulnerable settings to both generate an internal organisational culture where children's participation is mainstreamed, and to secure the necessary support with organisations, governments, and communities central to the delivery of urban planning processes.

The research thus filled a gap in the literature and practice environment by disaggregating the specific components of institutional culture required to develop a field of children's participation in urban planning processes in vulnerable settings. It further used a theoretical model to create a transferable approach for other organisations and scaling up as an accepted field.

7.1.5 Objective 5

Develop a research agenda and recommendations for urban planning practice towards mainstreaming children's participation in urban planning processes for vulnerable settings

A critical component of the findings in chapters 4 and 5, was the role individuals play in supporting and ultimately mainstreaming children's participation in urban planning processes for vulnerable settings. In chapter 5, dominant individuals were critical in generating support for work that was not standard practice and considered superfluous to settlement operations. Using Thornton et al's (2012) institutional logics perspective, these individuals were defined as cultural and institutional entrepreneurs. While not identified as such in chapter 4, there were indications that a range of interview participants also fulfilled the characteristics of institutional and cultural entrepreneurs, having enjoyed some success in gaining resources and support for creating opportunities for children to participate in RISE. What these chapters did not explore however, was what motivated these entrepreneurs to become such strong advocates and enablers of children's participation. Chapter 6 explored additional data generated by the interviews where participants shared their motivations for supporting children's participation.

A recurring theme that emerged while analysing the interview data used for chapters 4 and 5, was that education and participation as a child, impacted on interviewees' views of children participation. In chapter 6 I explored these themes with intent, searching the data for specific related terms, and then determined if the text fragments indicated a direct influence on children's

participation. This resulted in the identification of three key themes that impacted individuals' internal beliefs, values and resulting support for children's participation: 1) that participating as a child can positively impact career choices that are influential in enabling children's participation; 2) that participation as a child can positively impact the inclusion of children in participatory processes and projects in that individual's chosen career; and 3) that tertiary education can positively influence individuals to ensure children participate in their work in their chosen career.

Rinke et al (2014) note that students' experiences with a professional can impact career choices. O'Donnell and Tobbell (2007) additionally highlight that participation in communities of practice, greatly impacts who participates in tertiary education. Further research shows that children's interactions with professionals can influence students' choice of study (Kolne & Lindsay, 2020; Rochera et al., 2019; Rinke et al., 2014). These areas of research showed the interconnections between participation, career paths and increases the potential for a focus on children's participation. The findings in chapter 6 supported this interconnection and shed some light on why certain individuals tended to have more of a propensity for supporting or advocating for children's participation in their chosen career. The success of their support and advocacy was then determined by how this translated in the cultural emergence model in chapter 5 through their storytelling, their alignment with particular field-level logics and how they then use these to embed children's participation at an organisation or institutional level.

This chapter filled a gap in the studies in chapters 5 and 6 by showing that for institutions to change, they are reliant on the efforts of individuals to develop, reproduce and transform the social world of daily life. Thornton et al's (2012) model typifies that institutional fields consist of stories, materials and practices by individuals working together towards a normal state of practice. They posit that transformation is a linguistic process, developed through theories, frames, narratives and vocabularies of practice which result in the construction and therefore potential transformation of institutional logics (Thornton et al, 2012). Changes in external and societal logics provide opportunities for institutional entrepreneurs to exploit these changes and construct new or adapt existing theories, frames and narratives (Thornton et al, 2012). While these changes may be on a macro scale, the responses to these changes lie with individuals who either on their own or collectively, respond through their alignment with their own personal or organisational logics. The focus on the role and motivations of individuals in chapters 5 and 6 are positioned by their ability and motivations within an institutional context, to drive a culture change and mobilise the mainstreaming of children's participation in urban planning processes for vulnerable settings. Given the findings were theoretical in nature and based on Thornton et al's (2012) model, future research should test the adapted model in the field to determine the impact on mainstreaming. Both chapters

5 and 6 provided specific recommendations for organisations to test in practice. Chapter 5 provided recommendations for organisations to develop a linguistically focused cultural model supporting children's participation through theories, frames and narratives that support this. It then identified the role of cultural and institutional entrepreneurs in embedding these symbolic and material components of institutional logics both within their organisations and more broadly across related fields. Chapter 6 then provided pathways for developing entrepreneurs to embed children's participation through their education and thus support the acceptance of children's participation as a normalised component of their chosen institutional field.

7.2 Contribution to knowledge

The outcomes of this thesis research offer scholarly contributions to the academic field of urban planning and related disciplines. This section outlines the following key contributions:

7.2.1 Empirical examples of children's participation in urban planning processes for vulnerable settings

Chapters 2, 4, 5 and 6 provided *empirical examples* of children's participation in urban planning processes for vulnerable settlements. The literature review identified that there is a lack of empirical case studies in vulnerable settings and this case study demonstrated that this is a particularly problematic area requiring further research. This is further supported by literature that acknowledges that children's participation is not mainstreamed (Ataol et al., 2019), which then limits opportunities for researching empirical examples. The selection of case studies that spanned numerous categories of vulnerability identified in UN documents, expanded the knowledge of what types of children's participation is happening in vulnerable settings. The inclusion of several types of urban planning, further served to expand our understanding of the breadth of urban planning processes available for children to participate in and conflicting factors that shape participation based on the types of urban planning occurring. The breadth of disciplinary fields presented in the interviews across all case studies, and the disaggregation of factors at individual, organisational and societal levels, allowed for a far more nuanced examination of the factors that impact children's participation than the high-level barriers articulated in UN documents and identified in the literature review.

A supplementary component of the research included contributing to knowledge of the impacts of children's participation. While chapter 2 identified impacts in the literature, the dominance of empirical examples in high income countries limited our understanding of the impact of contextual situations presented in vulnerable settings. The case studies in this research revealed that inclusion or exclusion of children from urban planning processes impacts whole communities, and the implications of exclusion or poor participation can be extremely detrimental with potential to last

generations. This positions children's participation in urban planning processes as critical to human settlement planning and far from any perceptions that this is superfluous to need.

7.2.2 Knowledge of participation types

Mason and Bolzan (2009) identify in their cross-cultural research that the semantics of the word 'participation' are problematic. This is reflected particularly in chapter 4 where limited understanding of the meaning and purpose of children's participation greatly impacted the types of participation that occurred in RISE. It became apparent that to identify and analyse the factors that shape participation in RISE, the actual form of participation needed to be identified to ensure that all forms of participation were not treated as a holistic approach to participation. This also allowed for capturing less formal, accidental forms of participation that better reflect children's potentially preferred forms of participation as noted by Pells (2010), that may otherwise have been overlooked in the case study. The typology of extractive, mutualistic, and agentic forms of participation that sit within performed participation, lived participation and no participation, serve as a caution for future research into children's participation to ensure that types of participation are considered as separate forms with differing influences and levels of impact.

7.2.3 Framework of factors, processes and relationships that shape children's participation

The literature review in chapter 3 identified that there are many barriers to children's participation in urban planning but that there is little understanding of the specific nature of those barriers, the enablers that support children's participation and the underlying causes of barriers and enablers. The choice to use Thornton et al's (2012) institutional logics framework in chapter 4, acknowledges the Committee on the Rights of the Child's (2009) assertion that barriers reside within legal, political, social, cultural and economic systems. The identification of these systems as barriers to children's participation imply that the problems are institutional and that to understand and then seek pathways towards mainstreaming children's participation, the institutional systems themselves need to be dismantled and rebuilt. What the Committee on the Rights of the Child (2009) fails to acknowledge however, is the role individuals and organisations play in mainstreaming children's participation. Thornton et al's (2012) institutional logics framework, presented an opportunity to explore both barriers, enablers and underlying causes in great depth, acknowledging that this research applies the framework to only one case study and that the results would likely change in other examples. The results of the study provided deep insight into the individual, organisational and societal factors that shape children's participation in RISE, the nature of the participation as a result of the shaping factors, and a better understanding of the *activities* and *behaviours* that support the mainstreaming of children's participation in urban planning processes for vulnerable settings.

What is striking in each study, is the role of individuals in driving children's participation. This was reflected in individuals' understanding of what children's participation is, its purpose, their own role in supporting or driving children's participation, and their understanding of how they might advocate for or support mainstreaming. Matthews and Limb (1999) believe that children need adult allies to break down the structures that perpetually exclude children. They argue that children will never gain entry into the ruling structures that exclude them and therefore need powerful allies who can resolve the tension between the adult and child worlds (Matthews & Limb, 1999). This research provides potential allies with the tools for exploiting contradictions in institutional structures to develop a participatory culture that both challenges and supports the entrenched institutional logics of the organisations, governments and communities, and ultimately embeds children's participation within these systems. While Thornton et al (2012) provide a framework that diagrammatically demonstrates how culture develops in a field, their omission of the role of individuals in their visual frameworks runs the risk of ignoring the impact of individual agency on shaping institutional logics. What Thornton et al (2012) do articulate however, is the recognition of particular types of individuals, defined as cultural and institutional entrepreneurs, distinguishable from all other individuals as those with the ability and capacity to create change at an organisational and field level. It is entrepreneurial individuals who have an interest in and support for children's participation, that this research is best targeted, equipping them with tools so that they may then initiate the change needed to mainstream children's participation. The implications of this study and the acknowledgement of the role of individuals is addressed in the following section.

7.2.4 Implications for mainstreaming children's participation in urban planning processes for vulnerable settings

While the identification of the factors that shape children's participation in chapter 4 indicate possibilities for developing pathways towards mainstreaming children's participation, Thornton et al (2012) warn that replacing one logic with another does not lead to an embedded way of doing things. Their cultural emergence model (Thornton et al., 2012) presented the extenuating symbolic and material factors that interplay in the cultural construction of a particular type of field logic. Their institutional logics perspective also introduced the role of exceptional individuals in transforming institutional systems (Thornton et al., 2012). The cultural emergence model is used in chapter 5 for building an institutional logics profile of a unique organisation that has achieved some success in generating support for children's participation. The detail in the model then allowed for the development of specific, practical and theoretical recommendations that future research can test in the field to determine practices that mainstream children's participation. The recommendations support scaling up and transferability of the approach. The identification of institutional and cultural entrepreneurs who have had positive impact in generating support for children's participation,

further elucidate the motivations of individuals through the identification of the role of planning education and participation as a child as pathways towards mainstreaming.

7.3 Contribution to practice

A guiding ambition of this research was to inform, influence and generate practical instruments for the urban planning sector, particularly organisations responsible for urban planning processes in international development, humanitarian, and disaster response contexts. The contribution to knowledge section is equally relevant for contributing to practice.

At a global policy level, the findings of this research can be used to address identified gaps in achieving the Sustainable Development Goals, particularly for organisations directly responsible for delivering on the SDGs. UN agencies such as UNHCR, IOM and UN-Habitat, organisation collectives such as the Global Shelter Cluster, large humanitarian agencies such as Save the Children, and other community-based humanitarian organisations can use this research to support the implementation of their policies, training, and practices in areas such as settlement planning, child protection and accountability to affected populations. In these areas the research is useful for understanding the impacts of children's participation, key areas where children should participate, overcoming the barriers and developing enabling conditions to support children's participation, and insight into generating and growing support for children's participation within individuals, organisations, affected communities and other agencies supporting their work. Ultimately, the participation of children has the capacity to help achieve some of the more complex problems these organisations and collectives are trying to manage with the research demonstrating that participation in urban planning processes can have far-reaching impacts such as supporting peace processes.

Urban planners play a critical role in actioning this research, particularly those who work with vulnerable populations either as a matter of course, such as in UN agencies like UN-Habitat, incidentally such as those working for local government agencies that may be impacted by emergencies, and those who help to shape global policy such as influential private global organisations such as Arup. The research demonstrates urban planning processes profoundly impact the health and quality of life of children. Children's participation in urban planning can transform urban planning outcomes that support whole communities, improving the quality and resilience of urban fabric, and producing more socially and environmentally focused outcomes.

Academic institutions can support the mainstreaming of children's participation in urban planning processes by incorporating this field of study into their curricula. This research demonstrates that teaching children's participation at a tertiary level may embed this into practices in the field. Furthermore, the participation of children as part of these processes also impacts children's

propensity to support children's participation later in life. More broadly, academic institutions have a key role in consistently inviting children to participate in academic research, both normalising and expanding on children's participation in research methods across a range of fields.

The research presents case studies that demonstrate the critical impact that children's participation has on communities and provides an increased understanding on how to raise focus on children's critical role in urban planning. The specific clarification of the impacts of types of participation identified in relation to quality of life, physical and mental health (including as a threat to life), quality of urban planning, and levels of trust between communities and authorities, clearly articulates to urban planners their role in leading and developing meaningful possibilities for children to participate. The analysis of case studies demonstrates that there is the potential for organisations and individuals to influence change. The use of institutional models enhances the potential to overcome barriers and create enablers for mainstreaming children's participation. The recommendations in chapters 5 and 6 provide operational pathways for guiding individuals who wish to create organisational and field change to scale up and ultimately mainstream children's participation in urban planning for vulnerable settings. The findings may also inform educational practices and urban planning policymakers.

7.4 Summary of key findings

Overall, the findings indicate that ultimately individuals are responsible for the inclusion in or exclusion from children's participation in urban planning processes for vulnerable settings, but may be operating in a hostile institutional environment that impedes their ability to enable children's participation. Institutions are continually shaped, moulded and perpetuated by individuals. As Thornton et al (2012) demonstrate in their case studies, one individual has the capacity to transform an entire field through their manipulation of the accepted institutional logics within that field. The model presented in Figure 4 provides opportunities for individuals to influence the urban planning environment towards developing an institutional environment more conducive to children's participation. Figure 4 combines the findings from all five papers to visualise a model of developing pathways to mainstreaming based on consolidating Lofland et al's (2006) analysing social settings framework, and Thornton et al's (2012) institutional logics framework, cultural emergence model, and definitions of institutional and cultural entrepreneurs. The resulting model holds individuals accountable for perpetuating types of participation (including no participation) and demonstrates the process for developing cultural and institutional entrepreneurs who have the skills and drive to reshape the environment and reconfigure organisations, societies, and institutional fields. Figure 5 then shows how each paper addresses different aspects of the model. The three phases of the model include the formative phase which in this model signifies an inward focus, the expansion

phase where an organisation, programme or individuals acknowledge the external environment, and the normative phase where children's participation becomes an embedded practice with potential for mainstreaming in the external environment. These phases are discussed below.

7.4.1 Formative phase

In the formative phase, the case studies and literature highlighted the role of individuals in driving and developing participatory practices. The individuals who tended to gain most traction were those who exhibited a strong belief in children's participation, a drive to generate support either through developing cultural narratives or exploiting institutional systems to garner resources, and agency for acting on this belief and mobilising support. Some of these individuals demonstrated a broad understanding of the different types of participation, evidenced by the range of types, the frequency with which they engaged children's participation, their knowledge of the impact or consequences of children's participation and their theories on why children's participation is important. The individuals operated in a range of organisational settings aligned with different institutional logics and with varying measures of success in identifying the relevant actors through which they could generate support and act on children's participatory processes. This particular step in the process demonstrated that the development of theories, frames and narratives must expand to encompass the external environment to align with multiple institutional logics in order to generate attention, mobilise support and build a resource environment. While the case studies and literature articulated the need to align with multiple logics, there was no demonstration of developing theories, frames and narratives that aligned with the different institutional logics, leading to limited understanding and support for participatory processes. This resulted in the processes of children's participation remaining in an inward-focused formative phase thus limiting its potential for mainstreaming.

7.4.2 Expansion phase

In the expansion phase, the formative phase becomes outward focused, linking to external and societal logics and expanding into organisational processes through the development of theories, frames, narratives, and vocabularies of practice. The RISE case study in particular developed a vocabulary of practice around the term 'codesign', allowing this narrative to be built into and embedded in the broader organisational system of RISE. Specific child participation practices demonstrated in the Artolution case study, also demonstrated that how children participated could influence the forming of stories that provide sense to this participation for external actors, further contributing to the expansion of children's participation beyond the case study. Successful expansion is highly dependent on the formation of stories that make sense to other actors and directly connect children's participation to individuals', organisational and societal or external logics. For instance, in order to align with organisations developed around a market logic, stories regarding children's

participation must make sense of alignment with market logics such as efficiency, profit and transactional approaches.

7.4.3 Normative phase

The normative phase builds on the activities in the RISE and Artolution case studies that demonstrated some measure of success, drawing on Thornton et al's (2012) notion that in order for all actors to become embedded in a culture of children's participation, these logic categories and practices must be reified or rather generated as 'the natural order of things' (p.160). The act of reifying children's position was not identified in any of the case studies or literature review and is potentially the missing key that takes small successes towards a pathway of mainstreaming. In this model, normalising children's participation builds on the inherent knowledge and skills within individuals recognised as cultural and institutional entrepreneurs, equipping them with the tools to develop pathways towards mainstreaming children's participation on a scale expanded beyond their individual world. A key tool is the ability to identify opportunities for getting attention and mobilising the right actors. The model then proposes that mainstreaming is likely to be achieved through a process of identifying more individuals and equipping them with the skills to mobilise collective action towards organisational and societal change that supports and embeds children's participation as normalised within urban planning processes.

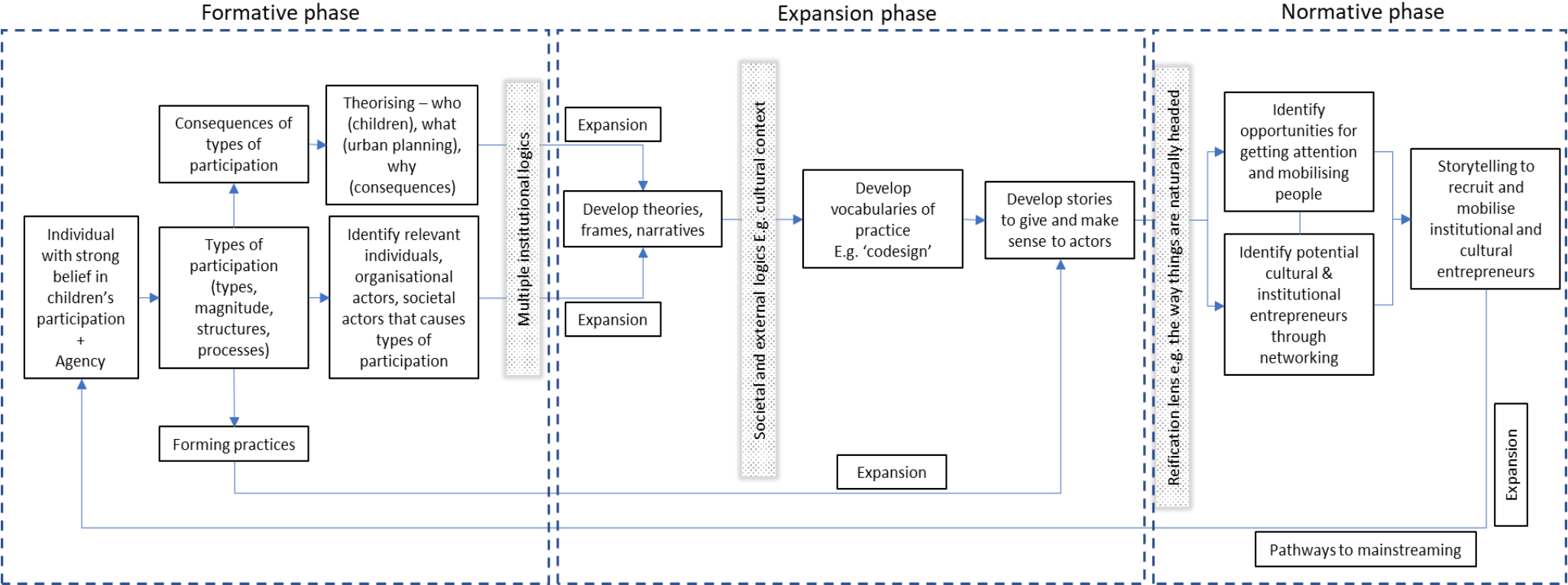


Figure 4. Model of pathways to mainstreaming children's participation in urban planning processes for vulnerable settings (adapted from Lofland et al 2006 and Thornton et al 2012)

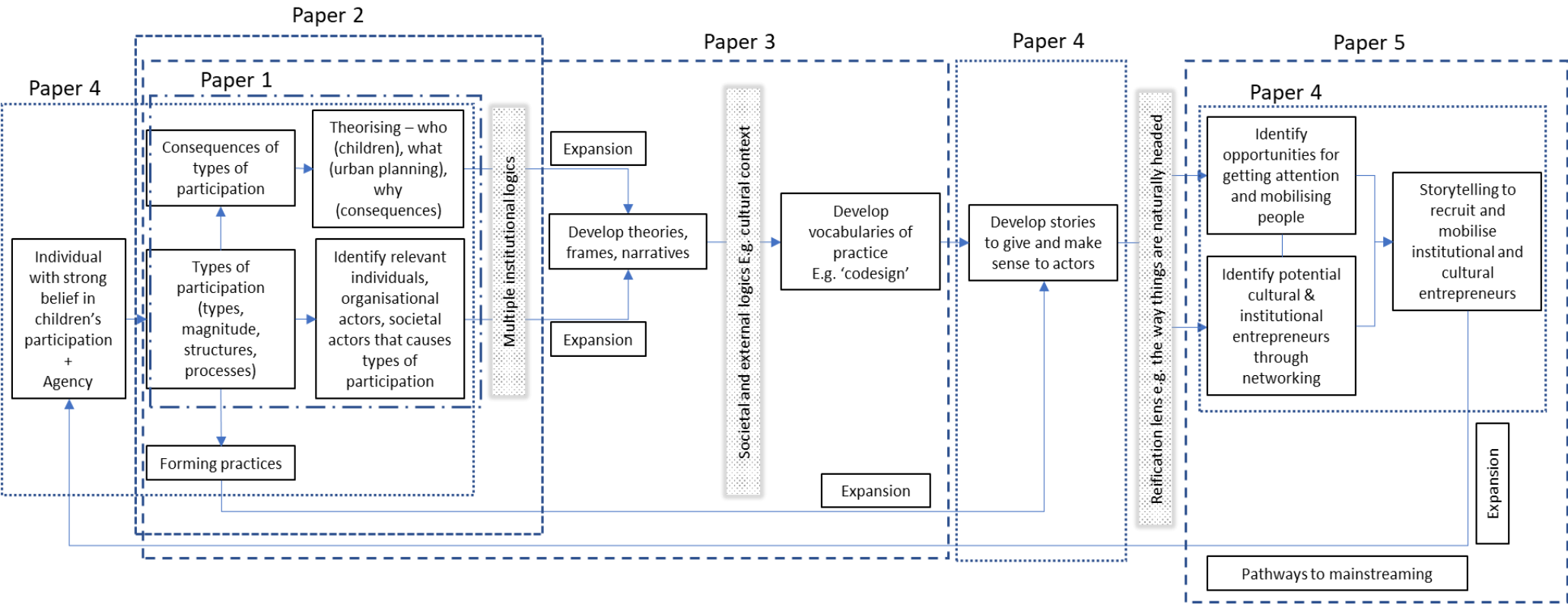


Figure 5. Layout of papers on the model of pathways to mainstreaming children’s participation in urban planning processes for vulnerable settings (*adapted from Lofland et al 2006 and Thornton et al 2012*)

The final step to the right of the model indicates that the pathway to mainstreaming children's participation is by way of using storytelling to recruit and mobilise institutional and cultural entrepreneurs. Chapter 6 proposes targeting education, combined with increasing children's participation in a manner which inspires their interest in a particular field. The findings in this Chapter presents an example of a perpetuating cycle with multiple entry points into supporting children's participation as either a child, and/or as an adult entering tertiary education. Figure 6 demonstrates the findings in chapter 6 which highlighted the cyclical potential for mainstreaming children's participation through multiple and interconnected entry points for creating this change.

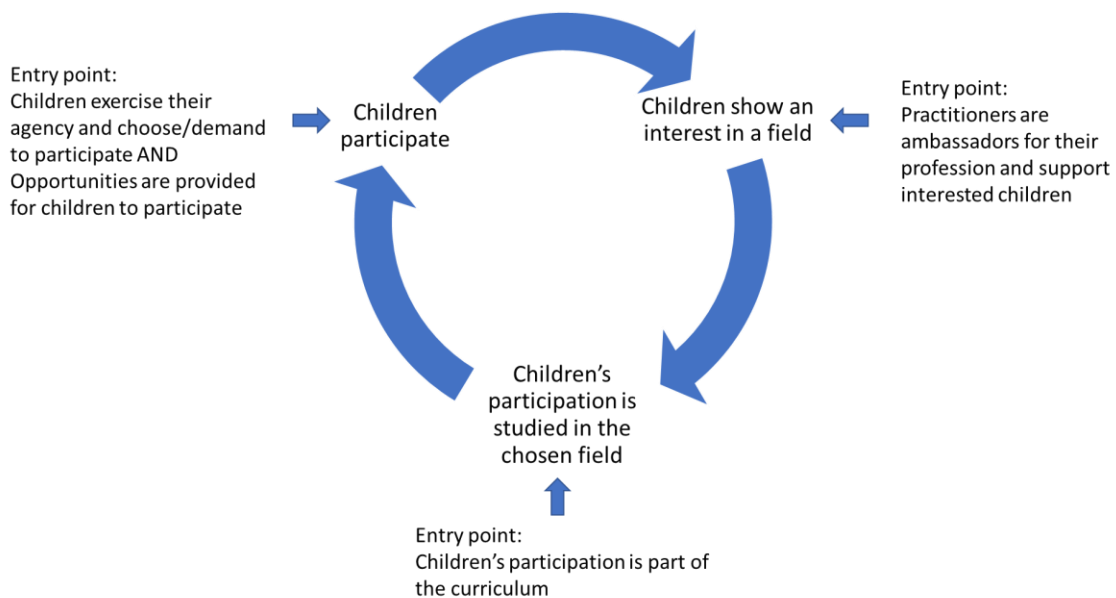


Figure 6 Cycle of participation

7.5 Limitations, recommendations and future steps

7.5.1 Limitations

There are a number of limitations to this research. While research into children's participation is more extensive across other disciplines, in the urban planning field it is still an emerging field of study. Representative case studies, particularly involving vulnerable communities and examining barriers and enablers are certainly scarce. For this reason, comparative methodological data was difficult to locate. This therefore indicates that much more research needs to be conducted across vulnerable settings, with a focus on understanding the barriers and enablers that may then contribute to developing a mainstream culture of children's participation in the field of urban planning and the context of vulnerable settings. Similarly, there were limited studies on children's participation in specific aspects of urban planning in areas beyond child-centred infrastructure such

as parks indicating that further research is required that expands the suite of case studies to include a breadth of urban planning processes in a way that challenges our ideas of participation beyond project level. With these constraints in mind, the following limitations are discussed.

First, this research study places adults at the centre of the research, specifically the adults with decision-making powers in various different types of urban planning processes across all cases studies. Children's views were not captured which hinders our ability to understand the value and impact of participatory processes on children, types of participation that the study may have missed, types of participation preferred by children that did not occur, and the challenges they face participating. Choosing adult participants was an intentional decision to challenge automatic responses and delve into the underlying reasons that cause individuals to either exclude or include children in an organisational and societal context. However, cross-referencing with children's perceptions on types of participation and challenges to participation should be conducted to expand understanding of the value of different types of participation and challenges.

Second, the case studies sit within an extremely limited field. This proved challenging to find relevant case studies, particularly for examining participation-focused examples in vulnerable settings that span a range of urban planning processes. RISE in particular presented as a unique case study in its involvement of children in the codesign of water infrastructure, a domain ruled by adults. Both Artolution and RISE demonstrated unusual methods in their organisational practices which was conducive to the participation of children. Children's participation in similar projects may be severely restricted unless key individuals choose to take up the mantle of children's participation and drive this agenda. This research provides strong guidance for achieving this, however its success relies on the power of individuals.

Third, the limited number of case studies available in the field further restricted the extent of the data that could be collected, with a limited number of individuals available for interview. With a few exceptions, individuals who were not proponents of children's participation, declined to participate in this study. This limited the opportunity to explore the particular reasons individuals oppose children's participation. The few interviewees who professed to excluding children, may not have been representative of a broader population. Having said that, there were overlaps in the content that suggested some factors that shape exclusion are shared.

Fourth, the case studies in the literature review did not present research on the most marginalised groups of children for primary data collection, and they did not demonstrate any measurable impact on reducing children's vulnerability through the participatory interventions. This is not to say that there is no research in this area but rather an acknowledgment of the limitations of this literature

review in seeking out specific research. This then impacted on justification for the assumption that children's participation in the context of the chosen case studies should occur with limits to understanding the impact on those children. Limited understanding was revealed of the levels of childhood trauma as a result of the vulnerability of their specific context, and the limitations posed by specifics of the chosen cultural contexts. Interviewees were also unable to provide extensive disaggregated data on the demographics of the children they were working with. This severely limited understanding of who was participating and which groups may have been entirely excluded. While adult interviewees were able to provide some insight, the inner workings of children involved in these projects was not revealed beyond the retelling of specific incidents by the interviewees. While future research should include children's perspective and experiences, any research involving children in these contexts needs to ensure a protectionist psychological response balanced with acknowledgement of the capability and agency children possess.

Fifth, the Covid-19 pandemic severely impacted data collection for the RISE study. The initial research design involved conducting research face to face with RISE staff in Australia and Fiji. For Fiji in particular, this was predicated on a mutually beneficial agreed arrangement that would minimise the potential exploitative and colonial nature of data collection by me as an Australian researcher presupposing the benefits of children's participation in an unfamiliar cultural context. Restrictions on travel due to the pandemic hindered the ability to develop trusting relationships with interviewees and removed the opportunity to develop reciprocal activities in Fiji. These issues may have affected the quality of the data, particularly given all interviews were then conducted over a video platform that people may have found intimidating, or their privacy compromised when responding to questions in a shared office or home environment. It should also be acknowledged that I come from a privileged, educated background in a wealthy country and despite efforts to minimise bias, acknowledges that unconscious conditioning will still have impacted the research study.

Sixth, a key limitation of this research is the lack of disaggregated data on the experience of childhood according to factors such as age, gender, disability, ethnicity and so on. The lack of knowledge on these differences by the interviewees demonstrates that the different experiences of children is not well understood or even identified by the adults working in these settings. Given we know that the experiences of children vary in all settlements, this then presents an area needing further research.

Last, the use of the institutional logics frameworks was chosen due to their intensive examination into the heart of individuals, organisations, and society for understanding the factors that influence and impact fields. There are many other models and theories on transformation that may have been

used in this study. Whether they would have resulted in the same depth of knowledge is difficult to theorise, however future studies may consider using different models to improve the opportunities for successfully mainstreaming children's participation.

7.5.2 Next steps

The findings in this research and the limitations both present a number of areas for future study. The research provides a number of opportunities for expanding this research, operationalising the research, and testing its application in the field in a range of vulnerable settings. More specifically, future research should further these findings by developing a comparative study to check children's perspectives acknowledging that children's lived experiences vary greatly within vulnerable settings, test the mainstreaming of children's participation by using the recommendations developed through use of the institutional logics and cultural emergence models, and also test the impact of framings of participation against the participation typology.

Future research should include children. Both in the design of the research and to test the findings in this research against the experiences of children. Only when this occurs will the research be legitimised to ensure that the typology of participation is tested and confirmed, rejected or expanded, and to develop a holistic picture of the barriers and enablers to children's participation through the eyes of different sub-groups of children. In addition, the challenges that children face with each other based on their own intersectional issues such as gender, disability, migrant status for instance, should be built into future research to avoid the homogenisation of all people under the age of 18 in research. The findings in this research may be of benefit to children as an advocacy tool aimed at urban planners and provides a pathway for further testing through the development of a child-friendly version of the model.

While the impact of children's participation was not the primary focus of this research, there were indications that the impacts can be of national significance. Particularly of note, were comments that indicate there are potential implications for issues of national security, peace promotion, disaster response and pathways out of poverty. These are critical areas of interest that should be pursued through longitudinal research that examines the long-term impact of different types of children's participation in urban planning processes across a range of vulnerable and cultural contexts.

Operationalising the findings of this research can be tested in practice by organisations. Future research into the impacts of any changes by organisations should develop a monitoring and evaluation model to determine the levels of success and identify the specific components of the recommendations that create the strongest impact on mainstreaming. Ideally, future studies would also monitor the impact of including children's participation curricula and activities on individuals'

propensity for embedding children's participation in their work. This research should span a range of disciplines responsible for aspects of urban planning to determine the impact of different disciplines and their willingness to accept children's participation as a legitimate function of their chosen discipline.

As more empirical examples are developed, the focus on children's participation in urban planning processes for vulnerable settings is likely to increase. The harms associated with exclusion or poor participation identified in this research indicates that we need to develop a much clearer understanding of what meaningful participation looks like to children and from there, build a culture where children's participation is mainstreamed. These should ultimately be the underlying drivers of future research.

7.6 Concluding remarks

Sustainable Development Goal target 11.3 states that 'By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries' (UN General Assembly, 2017). This target is in recognition that participatory approaches to human settlement development is critical if we are to solve complex global crises associated with human settlements. Children in particular are singled out as both the most vulnerable population group, and also with great capacity for creating global change. Within this context this research set out to answer 'how do enabling and constraining conditions shape (the mainstreaming of) children's participation in urban planning processes for vulnerable settings?'.

This research was designed to better understand the specific conditions that impact children's participation in the underrepresented field of urban planning processes in vulnerable settings. The research identified that individual, organisational and societal factors impact on whether children's participation occurs, and the type of children's participation that occurs. It was determined that individuals have the power to play a critical role in influencing others to support and advocate for children's participation. It also determined that even when there is a culture of participation, individual agency influenced by past experiences, internalised beliefs, sources of identity and authority, and other compounding factors, further impacts the type and quality of participation.

This study highlighted that children's participation in urban planning processes for vulnerable settings is shaped by complex institutional factors. Furthermore, this study shone a spotlight on the critical nature of children's participation and identified potential far-reaching consequences that supported a global agenda for children's participation. This research thus provided one pathway to support this goal and developed steps towards the mainstreaming of children's participation in urban planning processes for vulnerable settings.

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Appendix Research Ethics Forms

RISE STUDY PROTOCOL

Qualitative sub-study to understand the systemic conditions under which meaningful engagement of children can occur to inform a water sensitive neighbourhood revitalisation intervention in Suva, Fiji

PARENT STUDY

Revitalising Informal Settlements and their Environments (RISE) Study (MUHREC Project Number – 9396)

CHIEF INVESTIGATOR

Dr Becky Batagol, Monash University, Australia

CO-INVESTIGATOR

Robyn Mansfield, Monash University, Australia

VERSION NUMBER

1.0

DATE OF COMPLETION

SIGNATURE OF PRINCIPAL INVESTIGATOR

X

Qualitative Sub-Study Protocol: Objective 1 – Design and Engagement, Objective 5 – Policy and Investment

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1. BACKGROUND

THE PARENT STUDY – REVITALISING INFORMAL SETTLEMENTS AND THEIR ENVIRONMENTS

The parent study, “Revitalising Informal Settlements and their Environments” (RISE), aims to provide research-based evidence that a localised, water sensitive approach to revitalising informal settlements can deliver sustainable, cost-effective improvements in health and the environment as an alternative to ‘big pipes’ in the Asia-Pacific, paving the way for further deployments in the region and globally. This study has existing ethics approval through the Monash University Human Research Ethics Committee (MUHREC) Project Number – 9396.

The parent study will empirically test whether:-

1. Water-sensitive revitalisation leads to improved environmental physical characteristics via reduced faecal contamination of the environment and potential for water inundation and flooding. The following will be assessed: microbial and biological diversity, bioacoustics, greenness, and flood hazards and potential sites for vector breeding and pathogen contamination.
2. The interruption of faecal–oral transmission reduces infection, leading to reduced enteric inflammation and gastrointestinal carriage of drug-resistant gene markers and increased diversity of the gastrointestinal (GI) microbiome.

The parent study hypothesis is that the changed physical environment and improved water-servicing will lead to enhanced psychological, social, and economic outcomes, resulting in further benefits to health and wellbeing. Collectively improvement in these factors could have major implications for health at individual and community levels.

The parent study core intervention includes: (1) physical infrastructure and (2) non-infrastructure or behaviour change elements, provided to the first group of six neighbourhoods in each city (12 total). The physical infrastructure incorporates implementation a water-sensitive cities approach (WSC) which integrates ecologically and economically sustainable water infrastructure (also known as ‘nature-based’ or ‘green infrastructure’ solutions) into cities and neighbourhoods. These physical elements include treatment wetlands, flood mitigation, drainage improvements, and wet-pods (toilet, bathing and handwashing facilities), to reduce exposure to faecal contamination. The non-infrastructure and hygiene behaviour change (relating to use of intervention) components provided at time of construction are critical to the success of the intervention, ensuring that the physical infrastructure components can be constructed and are complemented by appropriate behaviour changes. They include: regularisation of security of tenure; solid waste management; behaviour change and capacity building of households and communities on critical topics (ie. operation and maintenance of infrastructure and urban water management), construction contribution by community and associated training (paid and unpaid labour); and site cleanup.

The primary mode of data collection for the parent study relating to households and communities is a household survey that includes quantitative questions on household water sources, storage, treatment and usage, household hand washing facilities and practices, and sanitation facilities and practices. Demographic

data (such as the ages and occupations of household members, and household-level socio-economic indicators) are also collected, along with information on the health of each household member.

The parent study, particularly through Objective 1 – Design and Engagement, follows a model of implementation research incorporating participatory design approaches. This involves the partnership of researchers and stakeholders (ie. local teams, city actors and communities), attempting to understand and encourage uptake of piloted research.

THE QUALITATIVE SUB-STUDY

The addition of this Objective 1/Objective 5 qualitative sub-study will allow us to employ a qualitative research analysis of children's participation in RISE to inform investment and policy in transferability of the RISE intervention. The parent study will be used to inform the design of the qualitative sub-study, and results from the qualitative sub-study will help to facilitate transferability of the parent study.

2. AIMS

This qualitative sub-study aims to understand the systemic conditions under which meaningful engagement of children can occur in the upgrading of informal settlements in Suva, Fiji.

This sub-study links back to those of the parent study, and has informed the development of key research questions organised around the following themes:

- Participatory design and engagement approaches (including contextualisation to different cultural contexts);
- Perceptions, knowledge and beliefs about the role of children in shaping the built and natural environment
- Socio-cultural factors that influence children's participation in the design, delivery, impact and sustainability of the intervention;
- Factors that create barriers and enablers to children's participation in the design, delivery, impact and sustainability of the intervention;
- Intervention upscaling and replication.

3. RESOURCES

Funding for this study will be obtained from existing Wellcome Trust grant funds for the RISE project, allocated toward the research of Objective 1 – Design and Engagement and Objective 5 – Policy and Investment.

4. METHODOLOGICAL APPROACH

This study will adopt a qualitative research methods approach. Data collected through the parent study will be used to inform and validate the qualitative sub-study design. The use of different qualitative data

collection methods is anticipated to maximise data collection, and improve rigour. Triangulation will be performed across different qualitative elements.

4.1 CONCEPTUAL FRAMEWORK: SOCIAL SCIENCES AND DESIGN RESEARCH

In addition to traditional social sciences qualitative research methodology, this sub-study is influenced by transdisciplinary research methods recognising that landscape itself is a ‘transdisciplinary concept’ (Thompson, 2016). This research sub-study crosses disciplines including childhood studies, landscape architectural urban research, ecology and sociological issues of power and constructed social structures.

This sub-study will follow a constructivist grounded theory approach guided by Thornberg and Charmaz (2014) and underpinned by cultural studies to understand issues of culture and power and increase representation of marginalised groups (Winter, 2014).

It is influenced by the following theoretical frameworks and approaches:

- ‘Social constructivist grounded theory’ where the researcher ‘can choose research problems that address the major goals of recovering silenced or marginalized voices’ (Priya, 2019, p.393)
- ‘Critical Social Theory’ (Hadley, 2019) that explores the construction of social systems through lenses such as power and the effects of capitalism
- ‘Critical ethnography’ (Cook, 2008) which focuses on social, economic, political and cultural lenses that impact people’s engagement
- ‘Cultural landscapes’ (Taylor, 2016) following a landscape architectural conceptual framework for understanding the meaning of aspects of a landscape to communities and with particular reference to the notion that presenting to children should follow different approaches.
- ‘Case study’ focussing on ‘extreme purposive’ selections in order to ‘allow a particular type of relationship to be investigated and compared’ (Swaffield, 2016), in this case with the express purpose of transferability of the parent study co-design approach.

4.2 STUDY SETTING

This qualitative sub-study will be conducted in 12 neighbourhoods in Suva, Fiji. This includes 12 main sites. The qualitative research will involve a series of interviews under the following intervention areas: (1) *Participatory design approach* - generate understanding about the local enablers and barriers for the participation of children in the design process; (2) *Construction and establishment* - generate understanding about the local enablers and barriers for the participation of children in the establishment process; (3) *Post-occupancy* - generate understanding about the local enablers and barriers for the participation of children in post-occupancy decisions regarding current and future use of space and maintenance responsibilities.

Research package	Research topics
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Semi-structured Interviews	<ul style="list-style-type: none"> - Demographics of participants - Role of children in local community - Role of children in decision-making - Role of children in RISE study - Understanding the factors that influence the participation of children in decision-making
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4.3 PARTICIPANT GROUPS AND ELIGIBILITY

The sub-study will include the following participant groups, identified below along with eligibility criteria. Participant group	Inclusion criteria	Exclusion criteria
CECs and Community (Group 1) n=<10	Participants who have been recruited to participate in the Community Engagement Councils will be eligible to participate.	Non-consenting.
City actors (Group 5): - as represented by individuals who are employed by Non-Government Organisations (NGOs), International Development Organisations (IDOs), local government and authorities, national government, and research and academic institutions. N=10-15	Recruited from Non-Government Organisations (NGOs), International Development Organisations (IDOs), local government and authorities, national government, and research and academic institutions in Indonesia and Fiji who are involved in the delivery of the intervention, or other similar projects	Non-consenting.
In-country build team + CFW team (Group 6): - co-design facilitators, - design of the intervention, - maintenance responsibilities, - future use of space responsibilities n=10-15	Interviewers, surveyors and facilitators who have participated in the aforementioned intervention areas (Item 4.2) will be eligible to participate. I aim to recruit from all of the above types of interviewers, surveyors and facilitators, based on their involvement in the described activities.	Non-consenting.

Participants in the sub-study will have the following benefits:

- Community Engagement Councils: increased literacy for collaborative decision-making with children.

- City actors: increased literacy for collaborative decision-making with children; transferability, replication and upscaling of RISE approach.
- Interviewers, surveyors and facilitators: increased knowledge and understanding of participatory design approaches and their benefits, and community-based integrated water management.
- Researchers: transferability, replication and upscaling of RISE approach.

4.4 PARTICIPANT RECRUITMENT AND METHODS EMPLOYED

The following section will elaborate on recruitment, methods and data collection for each participant group. Explanatory statements, as well as interview, focus group and participant observation guides are indicated in relation to the participant group, and attached to the application.

Semi-structured interviews will be conducted on the topics described above. At the beginning of each interview, the purpose will be explained and verbal consent will be sought. If required, verbal and/or written consent to audio tape will also be sought. Participation will be voluntary and participants will be free to refrain from responding to any questions and to withdraw at any time. If applicable audio recording will be stopped at the request of the participant at any time. Interviews with Community Engagement Councils (CECs) and community representatives will be conducted by RISE staff fluent in both the local language (Fijian/Hindi or Indonesian) and English. A research team member will accompany RISE personnel for the interviews. Interviews with all other groups will be conducted by the researcher. Interviewers will utilise a question guide based on the theoretical frameworks discussed above.

4.4.1 COMMUNITY ENGAGEMENT COUNCILS (CECs) AND COMMUNITY (GROUP 1)

Where possible, participants will be recruited to represent a diverse demographic such as men, women and different age groups. The sample will include up to 10 individuals and participants will be invited through contact with in-country RISE staff.

Method	Aim & Scope	Recruitment	Data collection	Supporting documentation
Semi - structured interviews	1. Interviews on attitudes towards children's participation and the factors that impact on their participation	N=<10 representatives from CECs and community and are approached through RISE contacts	Notes, audio recording	- Explanatory statement - Interview guide - Consent form

4.4.2 CITY ACTORS (GROUP 5)

Participants will be recruited from all of the listed types of city actors. The sample will include 10-15 individuals.

Method	Aim & Scope	Recruitment	Data collection	Supporting documentation
Semi - structured interviews	1. Interviews on attitudes towards children's participation and the factors that impact on their participation	10-15 representatives from local and national government, authorities, NGOs, International Development Organisations, Research and academic institutions are approached through RISE contacts	Notes, audio recording	<ul style="list-style-type: none"> - Explanatory statement - Interview guide - Consent form

4.4.3 INTERVIEWERS, SURVEYORS AND FACILITATORS (GROUP 6)

We will approach all interviewers, surveyors and facilitators to consent to participation in activities associated with co-design. Invitations will be issued based on the involvement of individuals in activities related to the delivery of the intervention. At the time of invitation, selected persons will be given explanatory statement(s) to peruse prior to us seeking written consent. The sample will include 10-15 individuals.

Method	Aim & Scope	Recruitment	Data collection	Supporting documentation
Semi - structured interviews	1. Interviews on attitudes towards children's participation and the factors that impact on their participation	10-15 RISE in-country team interviewers, surveyors and facilitators are contacted directly.	Notes, audio recording	<ul style="list-style-type: none"> - Explanatory statement - Interview guide - Consent form

4.5 DATA COLLECTION TIMEFRAMES

The sub-study will be conducted after the date of approval. Based on current study projections, the main focus groups will be carried from the second quarter of 2020. These may include focus groups, semi-structured interviews, observations and environmental data collection undertaken already, where informed consent was given.

4.6 DATA MANAGEMENT

Interviews will be recorded using digital recorders and/or by Minuting. Audio recordings will be transferred from the digital recorder to a portable Monash computer via a USB cable and saved in an electronic folder on the secure Monash University server. Only the project investigators and the RISE data officer will have access to the folder. Where required, RISE personnel fluent in (Fijian/Hindi) will perform written transcription of audio recordings into Microsoft Word and transcripts will not contain any identifying information. De-identified

transcripts will be uploaded to NVivo, a software package for qualitative data management. Electronic files will be retained for 5 years after the publication of scientific papers. At the end of the 5-year period, electronic files will be destroyed (permanently deleted).

4.7 DATA ANALYSIS

Data analysis will include software analysis such as NVivo, manual coding and visual analysis. Analysis will be undertaken by the researcher(s) responsible for the activity.

A range of data analysis methods will be used to understand the factors influencing children's participation. Examples of data analysis methods that will be used may include:

- Discourse analysis of interviews and observation of video footage of co-design activities in order to determine the socio-linguistic production of 'culture' that reinforces social and power relationships (Willig, 2014) and to extract exceptions to social norms (Olsen, 2012)
- Causation and versus coding of interview data in order to determine divergent values and beliefs to do with children's participation (Saldaña, 2016)
- Conversation analysis – to understand non-verbal interactions during the interviews and observation of video footage of co-design activities (Roulston, 2014; Toerien, 2014)
- Inductive analysis of types of interactions with children using observation of video footage of co-design activities (Marvasti, 2014)
- Policy and media analysis - Content analysis (thematic) of documents using coding frames (Olsen, 2012; Roulston, 2014; Schreier, 2014) followed by discourse analysis (Lindekilde, 2014; Willig, 2014) for triangulation
- Methodological triangulation to establish validity of data (Guion, 2002)

5. RESULTS, OUTCOMES AND FUTURE PLANS

This sub-study will allow us to understand the factors affecting children's participation in the design, build and governance processes for sensitive neighbourhood revitalisation interventions in Suva, Fiji. With this information we will be able to better understand how to include children's participation in the design and build of nature-based infrastructure in future projects in Suva, Fiji.

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EXPLANATORY STATEMENT

PARTICIPANT GROUP

Researchers and research support staff

PROJECT ID SHORT TITLE

Attitudes to Children's Participation (PhD) Study

PROJECT TITLE

RISE (revitalising Informal Settlements and their Environments) – factors that impact on the participation of children in decisions regarding the development of the RISE intervention in Suva, Fiji

Chief Investigator's name

Associate Professor Becky Batagol
MSDI & Law, Monash University
Becky.Batagol@monash.edu.au
Ph +61 3 9905 5050

PhD Researcher's name

Robyn Mansfield
Phone: 0419 343 040
email: robyn.mansfield@monash.edu

You are invited to take part in this study. Please read this Explanatory Statement in full before deciding whether or not to participate in this research. If you would like further information regarding any aspect of this project, you are encouraged to contact the researchers via the phone numbers or email addresses listed above.

WHAT DOES THE RESEARCH INVOLVE?

The aim of this study is to understand the factors affecting children's participation in the design, build and governance processes for sensitive neighbourhood revitalisation interventions in Suva, Fiji. With this information we will be able to better understand how to include children's participation in the design and build of nature-based infrastructure in future projects in Suva, Fiji.

You are invited to participate in the following research activity:

1. Semi-structured interview about the role of children in developing RISE infrastructure.
2. Possible follow-up interview.

Researchers and research support staff who are responsible for the planning and implementation of the RISE intervention will be eligible to participate.

Participation involves an interview conducted by our researcher which will take 1-1.5 hour's duration. The interview will involve audio recording. The interview will be conducted in a mutually agreeable location. The interview will be based on a semi-structured form of interviewing which will appear informal and

conversational guided by key topics regarding children's participation in the design and build of RISE infrastructure.

All RISE members that will participate in research activities are fully trained and are culturally aware. Audio recordings and interviews can be stopped at any time you tell us to stop.

WHY WERE YOU CHOSEN FOR THIS RESEARCH?

You have been chosen for this research in your capacity for making decisions about public infrastructure design, construction, governance and/or your involvement in working with children's services in Suva, Fiji.

CONSENTING TO PARTICIPATE IN THE PROJECT AND WITHDRAWING FROM THE RESEARCH

Your participation in this study is entirely voluntary. You have the right to refuse to take part in this study which will not affect your involvement in the other parts of the RISE project and will not affect any other agreement you may have with regard to funding, resources and agreements you may already have in place regarding the RISE project.

If you are willing to participate in this study, we would like you to provide your consent by signing the consent form provided. If you participate you may choose to have your data remain anonymous. If you choose to participate you can withdraw from this study at any time. You may choose not to answer any of the questions that we will ask during the interviews and if you tell us prior to the completion of data collection that you want us to erase the data we have collected we will permanently erase this data within the specified study period. You will be informed as to when the deadline for withdrawal of data can occur.

POSSIBLE BENEFITS AND RISKS TO PARTICIPANTS

This study presents minimal risk to you and your organisation. We will only take recordings with your permission. Persons taking the audio footage and conducting the interviews have signed confidentiality agreements and will not share these recordings with persons other than authorised persons in the RISE study team and only through specified outlets. Results for qualitative analysis will be de-identified to preserve anonymity.

Organisational and participant benefits in participating in this study include increasing knowledge of participatory techniques involving children and guidance for co-design techniques for future water infrastructure projects.

PAYMENT

There will be no monetary reimbursement for participation in this study.

CONFIDENTIALITY

All of the answers you give in interviews will be confidential and will not be shared with anyone other than members of the RISE study team and only through specified outlets. Audio equipment will be securely stored and will be transferred to the secure storage at the end of each day. Audio recordings will be deleted from the recording device following secure transfer to the server.

Publishing of quotes will be identified only under the general identifier of 'RISE City Actor'. Organisations will only be identified as contributors to 'RISE City Actor' data and specific information will not be attributed to any individual or individual organisation. General information presented at conferences or in publications will identify the organisations with participating staff members but specific information will be attributed to the identifier 'RISE City Actor', not specific organisations or individuals.

STORAGE OF DATA

Audio recordings will be transferred from the recorder to the secure storage at each of the RISE study offices. This will involve data transfer from the recorder to a local desktop computer accessible only to the authorised staff. RISE Protocols for access and security will apply. Audio recordings will be retained for 5 years after the publication of scientific papers. At the end of the 5-year period, electronic files will be destroyed (permanently deleted).

Written (typed) transcripts will follow the same procedure.

USE OF DATA FOR OTHER PURPOSES

The data is intended to be published as a thesis or book and potentially at conferences, academic lectures and in journal publications. It might be presented in a form of a public exhibition as required. Data will be completely de-identified in direct quotes. Organisations will be identified in methods and participants but will be listed as 'RISE City Actor' for analysis of data and quotes.

Only aggregate de-identified data may be used for other projects where ethics approval has been granted.

RESULTS

Results will be made available in 2022 after submission and approval of thesis. This will then be shared with participants in a mutually agreed format.

QUESTIONS

PhD Researcher's name Robyn Mansfield Phone: 0419 343 040 email: robyn.mansfield@monash.edu	Fiji Isoa Vakarewa Live & Learn Fiji T +679 943 8443 E isoa.vakarewa@livelearn.org
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COMPLAINTS

Should you have any concerns or complaints about the conduct of the project, you are welcome to contact the Executive Officer, Monash University Human Research Ethics Committee (MUHREC) or the Fijian contact below, referring to project number 9396:

Executive Officer
Monash University Human Research Ethics
Committee (MUHREC)
Room 111, Chancellery Building D,

Fiji
Petero Vatu
Live & Learn Fiji
T +679 3315467

26 Sports Walk, Clayton Campus
Research Office
Monash University VIC 3800
Tel: +61 3 9905 2052
Email: muhrec@monash.edu
Fax: +61 3 9905 3831

E petero.vatu@livelearn.org

Thank you,

A handwritten signature in black ink, appearing to read 'Becky Batagol', with a stylized, cursive script.

Associate Professor Becky Batagol
MSDI & Law, Monash University
Becky.Batagol@monash.edu.au
Ph +61 3 9905 5050

RISE CONSENT FORM

PARTICIPANT GROUP

Researchers and research support staff

SHORT TITLE

Attitudes to Children's Participation Study (PhD study)

PROJECT TITLE

RISE (revitalising Informal Settlements and their Environments) – factors that impact on the participation of children in decisions regarding the development of the RISE intervention in Suva, Fiji

Participation in this project is voluntary.

I have been asked to take part in the Monash University research project specified above. I have read and understood the Explanatory Statement and I hereby consent to participate in this project.

I consent to the following:	Yes	No
I have read and understood the Explanatory Statement outlined in this survey	<input type="checkbox"/>	<input type="checkbox"/>
I agree to participate in the 'Identifying influencing factors in community engagement' interview and understand that I can stop participating at any time	<input type="checkbox"/>	<input type="checkbox"/>
I understand that notes of this interview session will be taken. My identity in any research outputs will be concealed.	<input type="checkbox"/>	<input type="checkbox"/>
I understand that audio recording will occur during the interview. My identity in any research outputs will be concealed.	<input type="checkbox"/>	<input type="checkbox"/>

Name of Participant

Participant Signature Date

RISE INTERVIEW PROTOCOL

Interviews with Researchers and research support staff involved in the Revitalising informal Settlements and their Environments (RISE) project

INTERVIEW GUIDE

Please note this is a semi structured interview. Questions below are indicative only and actual questions asked may vary.

Research question: What are the key factors that impact on the participation of children in decisions regarding the development of the RISE intervention in Suva, Fiji?

Only proceed with asking questions if the participant has understood the content of the explanatory statement and has given informed consent to be interviewed.

INTRODUCTION

Thank you for agreeing to talk to me today about RISE. I'll ask you some questions about your involvement in RISE and then ask you to share your knowledge about the RISE activities. There are no right or wrong answers to these questions – I am interested in your perspective and knowledge about RISE given that you have been involved for some time now. You can skip any question or stop the interview at any point. Do you have any questions before we start?

PARTICIPANT'S INVOLVEMENT IN RISE

1. What is your role in RISE?
 - What activities are you involved in?
 - When did you start working with RISE?
 - Where do you work? Which sites?
 - Are you involved with in-country work (in Makassar or Suva)? If so, what do you do and where?

DESCRIPTION OF THE PURPOSE OF RISE

2. Please describe the purpose of RISE
 - a. What are the goals of RISE?
 - b. Who are the intended beneficiaries of RISE?

DESCRIPTION OF THE KEY ELEMENTS OF RISE

Thinking of the period between the first contact with in-country stakeholders and when the intervention builds are completed:

3. What are the activities that take place in RISE with the children who live in the informal settlements (children being of age below 18 years)?

4. Thinking about the activities you have just described, was there a focus on including children, or on children who were potentially disadvantaged e.g. children with a disability?
5. Thinking about the activities you have just described, please tell me about the different groups of children who were involved in each activity. This might include:
 - Girls, boys
 - Different age groups
 - Children with different kinds of disabilities or impairments
 - a. Did some children participate more in particular activities? If so, which activities and which group?
 - b. What kind of things did those children do during the activities? E.g. played, attended, spoke, made decisions etc.
 - c. Why do you think they participated in those activities in particular?
 - d. Do you think the RISE activities were focused on particular groups of people? How were the activities designed to make them more inviting of particular groups of people?
 - e. What type of information did children provide? How was this information collected and used?
 - f. What have you learned from children through the RISE participatory process that you did not hear from adults?
 - g. What difficulties did you encounter when engaging with children in these activities
 - h. What concerns did you have about children participating in these processes?
6. Thinking about your role as a researcher, describe your views on involving children in the development of the RISE intervention:
 - a. What were your views prior to commencing your research? What factors influenced your views?
 - b. What are your views after completion of some activities involving children?
 - c. Have your views changed? Why?
 - d. What value do you think there is in involving children in these types of activities? Why?
 - e. Are there any activities or components of RISE that you believe are not suitable for children's involvement? Why?
 - f. Is there anything you would have done differently based on what you experienced?

DEMOGRAPHIC INFORMATION

This information is being collected in order to understand specific factors that may or may not influence your interactions with children in the development of the RISE intervention:

7. What is your age
8. What is your gender
9. What is your level of education

10. What religion do you most closely associate with?
11. What ethnicity do you most closely associate with?
12. Do you have children of your own? What ages?
13. What political beliefs do you most closely support?

EXPLANATORY STATEMENT

PARTICIPANT GROUPS

Artolution Supporters/Partners/Team Members

PROJECT ID

27561

PROJECT TITLE

Case Study: Urban Planning Processes for Vulnerable Settings of Internally Displaced People (IDP) and Refugee settlements (Artolution projects)

Chief Investigator's name

Associate Professor Becky Batagol
MSDI & Law, Monash University
Becky.Batagol@monash.edu.au
Ph +61 3 9905 5050

Student Researcher's name

Robyn Mansfield
Phone : 0419 343 040
email: robyn.mansfield@monash.edu

Co-supervisor's name

Prof Rob Raven
Monash University
Rob.Raven@monash.edu

You are invited to take part in this study. Please read this Explanatory Statement in full before deciding whether or not to participate in this research. If you would like further information regarding any aspect of this project, you are encouraged to contact the researchers via the phone numbers or email addresses listed above.

WHAT DOES THE RESEARCH INVOLVE?

The aim of this study is to identify how barriers to children's participation in urban planning processes for vulnerable settings can be overcome and provide direction for urban planning iterations using a case study of participatory-led projects in internally displaced people (IDP) and refugee settlements. More specifically it seeks to understand how specific conditions have influenced institutional change to support children's participation in these types of projects.

With this information we will be able to better understand how to include children's participation in the design, build and management of in future projects in IDP and refugee settlements.

You are invited to participate in the following research activity:

1. Semi-structured interview about the role of children in Artolution projects.
2. Possible follow-up questions which would take place in a second interview.

Team members, funders, board members, ambassadors, advisory council members and partners of Artolution will be eligible to participate.

Participation involves an interview conducted by our researcher which will take approximately 1 hour's duration. The interview will involve audio recording. The interview will be conducted online at a mutually agreeable time. The interview will be based on a semi-structured form of interviewing which will appear informal and conversational guided by key topics regarding children's participation in the design, build and management of Artolution projects.

Researchers that will participate in research activities are fully trained and culturally aware. Audio recordings and interviews can be stopped at any time you tell us to stop.

WHY WERE YOU CHOSEN FOR THIS RESEARCH?

You have been chosen for this research in your capacity for making decisions about Artolution projects funding, design, construction, governance and/or your general involvement in working with Artolution projects.

SOURCE OF FUNDING

This research is being funded by Monash University, Melbourne, Australia

CONSENTING TO PARTICIPATE IN THE PROJECT AND WITHDRAWING FROM THE RESEARCH

Your participation in this study is entirely voluntary. You have the right to refuse to take part in this study.

If you are willing to participate in this study, we would like you to provide your consent by signing the consent form provided. If you participate you may choose to have your data remain anonymous. If you choose to participate you can withdraw from this study at any time. You may choose not to answer any of the questions that we will ask during the interviews and if you tell us prior to the completion of data collection that you want us to erase the data we have collected we will permanently erase this data within the specified study period. You will be informed as to when the deadline for withdrawal of data can occur.

POSSIBLE BENEFITS AND RISKS TO PARTICIPANTS

This study presents minimal risk to you and your organisation. We will only take recordings with your permission. Persons taking the audio footage and conducting the interviews have signed confidentiality agreements and will not share these recordings with persons other than authorised persons. Results for qualitative analysis will be de-identified to preserve anonymity.

Organisational and participant benefits in participating in this study include increasing knowledge of participatory techniques involving children and guidance for supporting future projects involving children.

PAYMENT

There will be no monetary reimbursement for participation in this study.

CONFIDENTIALITY

All of the answers you give in interviews will be confidential and will not be shared with anyone other than members of the study team and only through specified outlets. Audio equipment will be securely stored and will be transferred to the secure storage at the end of each day. Audio recordings will be deleted from the recording device following secure transfer to the server.

Publishing of quotes will be identified only under the general identifier of 'Artolution partner'. Organisations will only be identified as 'partners' and specific information will not be attributed to any individual or individual organisation. General information presented at conferences or in publications will identify the organisations with participating staff members but specific information will be attributed to the identifier 'Artolution partners', not specific organisations or individuals.

STORAGE OF DATA

Audio recordings will be stored on a secure drive on a local desktop computer accessible only to the authorised staff. Audio recordings will be retained for 5 years after the publication of scientific papers. At the end of the 5-year period, electronic files will be destroyed (permanently deleted).

Written (typed) transcripts will follow the same procedure.

Interviews will be transcribed using a high quality Australian-based transcription company. Audio recordings are automatically deleted from this service after 90 days.

Digital files will be deleted and hard copies of files destroyed when no longer required using secure document disposal.

USE OF DATA FOR OTHER PURPOSES

The research forms part of a PhD research study. Results will be broadly generalised for use in a range of settings in other communities. Results will be used in journal articles, book chapters, thesis and academic conferences.

A de-identified summary of results will be made available to participants and members of Artolution works regardless of whether they participated. This data will not be made publicly available except through former mentioned publications.

Only aggregate de-identified data may be used for other projects where ethics approval has been granted.

RESULTS

Results will be made available in 2022 after submission and approval of thesis. This will then be shared with participants in a mutually agreed format.

COMPLAINTS

Should you have any concerns or complaints about the conduct of the project, you are welcome to contact the Executive Officer, Monash University Human Research Ethics Committee (MUHREC):

Executive Officer
Monash University Human Research Ethics Committee (MUHREC)
Room 111, Chancellery Building D,
26 Sports Walk, Clayton Campus
Research Office
Monash University VIC 3800

Tel: +61 3 9905 2052 Email: muhrec@monash.edu Fax: +61 3 9905
3831

Thank you,

(insert Chief Investigator's signature)

Associate Professor Becky Batagol
MSDI & Law, Monash University
Becky.Batagol@monash.edu.au
Ph +61 3 9905 5050

ARTOLUTION CONSENT FORM

PARTICIPANT GROUP

Artolution Supporters/Partners/Team Members

PROJECT ID

27561

PROJECT TITLE

Case Study: Urban Planning Processes for Vulnerable Settings of Internally Displaced People (IDP) and Refugee settlements (Artolution projects)

Chief Investigator's name

Associate Professor Becky Batagol
MSDI & Law, Monash University
Becky.Batagol@monash.edu.au
Ph +61 3 9905 5050

Student Researcher's name

Robyn Mansfield
Phone : 0419 343 040
email: robyn.mansfield@monash.edu

Co-supervisor's name

Prof Rob Raven
Monash University
Rob.Raven@monash.edu

Participation in this project is voluntary.

I have been asked to take part in the Monash University research project specified above. I have read and understood the Explanatory Statement and I hereby consent to participate in this project.

I consent to the following:	Yes	No
I have read and understood the Explanatory Statement outlined in this survey	<input type="checkbox"/>	<input type="checkbox"/>
I agree to participate in the 'Urban Planning Processes for Vulnerable Settings of Internally Displaced People (IDP) and Refugee settlements (Artolution projects)' interview and understand that I can stop participating at any time;	<input type="checkbox"/>	<input type="checkbox"/>
I understand that notes of this interview session will be taken. My identity in any research outputs will be concealed.	<input type="checkbox"/>	<input type="checkbox"/>
I understand that audio recording will occur during the interview. My identity in any research outputs will be concealed.	<input type="checkbox"/>	<input type="checkbox"/>
I understand that audio recording will be transcribed using an approved transcription service	<input type="checkbox"/>	<input type="checkbox"/>

Name of Participant _____

Participant Signature Date

PROJECT TITLE: CASE STUDY: URBAN PLANNING PROCESSES FOR VULNERABLE SETTINGS OF INTERNALLY DISPLACED PEOPLE (IDP) AND REFUGEE SETTLEMENTS (ARTOLUTION PROJECTS)

Interview protocol for Artolution Supporters/Partners/Team Members

RESEARCH QUESTIONS

1. What are the key factors that impact on the participation of children in decisions regarding the development of the Artolution projects?
2. How have barriers to children's participation been overcome?

OBJECTIVE

To identify how barriers to children's participation in urban planning processes for vulnerable settings can be overcome and provide direction for urban planning iterations looking at a case study of participatory-led projects

EXPLANATION

Children's involvement in decisions affecting their built environment can positively impact the community as a whole. Despite this, children's participation in the development of Internally Displaced People (IDP) and Refugee settlements is not mainstream and for the most part, overlooked. Children make up a large portion of the population of IDP and refugee camps and their safety and wellbeing is heavily impacted by the planning and design of settlements. It is essential that children participate in the development of such settlement and this project will help to understand how to overcome barriers and what the enablers are for successful participation of children in the development and implementation of creative built environment programs.

The proposed study aims to fill a research gap and provide a perspective on examining the conditions that are positively impacting children's participation in IDP and Refugee settlement projects. The study will gather data on the key decision-makers that have planned, funded and implemented these projects and include people from private industry and International NGOs such as UNICEF.

The study seeks to capture the transformative approaches and lessons learned so these techniques can be used to increase children's participation beyond the projects' scope and sites.

Only proceed with asking questions if the participant has understood the content of the explanatory statement and has given informed consent to be interviewed.

INTRODUCTION

Thank you for meeting with me today. My name is Robyn Mansfield and this interview is being done as part of a PhD research study at Monash University. I would like to hear more about your understanding of how children are participating in different aspects of Artolution projects: as well as challenges, supporting conditions and any other thoughts. Your contribution is valuable for contributing to knowledge regarding children's participation in urban planning for vulnerable settings and there is **no** right or wrong answer and

this is **not** an evaluation of any part of the Artolution program or activities. Your responses will be de-identified and kept confidential to the highest standards. With regard to video camera on or off, please let me know which is more comfortable for you and I remind you I will be using audio recording only.

For the purposes of this study, when I refer to children, I am using the United Nations definition of the child which includes all people under the age of 18.

I have received your consent form. As discussed in the explanatory statement and consent form this is a semi-structured interview where I will be asking a number of open-ended questions. During the interview I may take notes and I will be conducting an audio recording. If you would like me to pause the recording at any time, please let me know.

Do you have any questions regarding the explanatory statement, consent form or this interview before we begin? Do you prefer to have the video on or off? We will now start recording.

INTERVIEW QUESTIONS

1. Can you describe the first of Artolution's projects that involved children's participation?
 - a) who decided this?
 - b) what were the activities?
 - c) What barriers have you experienced?
 - d) what was the level of children's participation?
 - e) What insitutional support do Artolution projects and programs receives? From whom?
 - f) how did you get support for the project(s)?
2. How are children discussed in Artolution? With funders and authorities?
3. What challenges do you see with children's participation? (concerns?)
4. What value/impact is there in children's participation in Artolution projects?
 - a) how important is this?
 - b) What changes have you seen in the community as a result of children's participation in these projects?
 - c) what role do you play in advocating for children's participation?
 - d) why do you believe children's participation is important? What has influenced your belief in the value of children's participation?
5. Which processes, people or other factors support (or hinder) children's participation in Artolution projects?
 - a) Has support increased? Why do you think this is?
6. What methods have you used to generate support for Artolution projects where children are participating?
 - a) What have been the most successful methods?

b) Describe examples where you have seen support grow.

c) What do you think caused the increase in support?

7. Have the views of funders and supporters changed at all after working with Artolution?

a) Describe this.

b) What methods will you use to increase support for future projects?

9. Those are all the questions I have for today. Would you be happy for me to contact you if I need to clarify information or run a follow-up interview? Do you have any questions for me?

Thank you for your contribution to this research project.